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ABSTRACT

The data collected for the study was used to test the hypothesis that a direct relationship exists between the amount of formal library education of a high school librarian and the librarian's performance on the job. The amount of library education was defined in terms of a Master's degree in library science for one group and an undergraduate minor or less for the second group. The performance on the job was defined in terms of the reader services developed by the librarian. A causal-comparative method of study was selected to determine the cause or causes responsible for the development of reader services in each of eight high school library programs. The librarians of four of these schools had master's degrees in library science, and the remaining four had the equivalent of undergraduate minors in library science or less. The data for each school were collected by means of questionnaires, observation, and interviews. The data showed that, as a group, the librarians with more library education developed more extensive programs of reader services than did the group of librarians with less library education. The data showed the same pattern of differences in regard to the amounts of time the librarian spent on reader services and in the student and teacher use of the library. (Author/JB)

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LIBRARY EDUCATION AND HIGH SCHOOL LIBRARY SERVICES

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LIBRARY EDUCATION AND HIGH SCHOOL LIBRARY SERVICES

SUMMARY

Purpose

The purpose of this study was to determine the relationship between the amount of library education of high school librarians and the programs of reader services which they developed. The data collected for the study was used to test the hypothesis that a direct relationship exists between the amount of formal library education of a high school librarian and the librarian's performance on the job. The "amount of library education of the librarian" was defined in terms of a Master's degree in library science for one group of librarians and an undergraduate minor (16 semester hours) or less for the second group of librarians in the study. The "librarian's performance on the job" was defined in terms of the reader services developed by the librarian. These services included the activities performed by the librarian which related the library's resources to the needs of the users (e.g., library instruction for students, reading guidance, and services to teachers). They did not include administrative, technical, clerical, or teaching activities carried out by the librarian (e.g., supervising personnel, cataloging materials, typing, checking out books, or shelving books).

The Problem of the Dichotomy in Amounts of Required Library Education

The study was based on the concern of the leaders in the school library field for the dichotomy in training which exists for the preparation of school librarians. Since the turn of the century the American Library Association and the National Education Association have established numerous committees independently and jointly to study this problem. In spite of this half-a-century of effort the problem still remains. The required library

science background for school librarians can be general in nature or with emphasis upon school librarianship, and can be obtained in an undergraduate program designed to meet the minimum state certification requirements or in a graduate program leading to a Master's degree in library science. In a majority of the states a person with an undergraduate minor in library science qualifies as a high school librarian on an equal basis with one who has a Master's degree in the field. The decision regarding which type of high school librarian to employ rests with local school authorities.

Research Design

A causal-comparative method of study was selected to determine the cause or causes responsible for the development of reader services in each of eight high school library programs. The librarians of four of these schools had Master's degrees in library science, and the remaining four had the equivalent of undergraduate minors in library science or less. Since it was not possible to find eight schools which could be matched equally on all characteristics, other variables did exist. The major ones were: (1) the length of time the librarians had been in their positions, (2) the enrollment of the schools, and (3) the annual per pupil expenditure of the school district for instructional purposes. To control these variables the schools were matched into pairs with one librarian who had a Master's degree in library science and one with an undergraduate minor or less in each pair of schools.

Three types of measures were used. The first determined the amount of time each librarian spent on reader services in comparison to the amount of time spent on administration, technical services, clerical activities, and other tasks related to their work. The second measure determined the number and identity of the reader services offered by each librarian as well as the estimated frequency of use of each service in the library program. Finally, the third measure determined the amount of student and teacher use of the library and of the reader services.

The data for each school were collected by means of questionnaires, observation, and interviews. The interviews with the librarians were used to gain further information about the reader services in the library program, such as: the services which were a part of the library program when each librarian came to the school, the services which each librarian had added to the program, the sources of information used by the librarian to develop services, and the reasons for not offering those services which were not a part of the library program.

Findings

The data showed that, as a group, the librarians with more library education developed more extensive programs of reader services than did the group of librarians with less library education. The number of different reader services which were found in the programs of the librarians with Master's degrees ranged from 59 to 72 services with a mean of 66 services for the entire group. The number of different reader services offered by the librarians with undergraduate minors ranged from 13 to 48 services with a mean of 30 services for the group.

The data showed the same pattern of differences in regard to the amounts of time the librarian spent on reader services during a sample one-week period. The group of librarians with more library education spent an average of 56% of their work week on reader services, while the group of librarians with the lesser amounts of library education spent an average of 17% of their work week engaged in these activities. The librarians in the first group also provided twice as many reader services during this

period as did those in the second group. Both groups spent approximately the same amounts of time on those activities which were defined as administration, technical services, and professional activities. However, the group of librarians with the lesser amounts of library education spent an average of 46% of their work week on clerical activities, in housekeeping activities, and in teaching activities. These activities comprised an average of 12% of the work week of the librarians with advanced degrees in library science.

A similar pattern was found from the data on student and teacher use of the library. The group of librarians with Master's degrees in library science not only offered more reader services in their library programs but these services had a higher frequency of use and a greater teacher use per service than did the services offered by the other group of librarians. For the first group of librarians a mean of 63% of the services which they offered was used biweekly or more often, while a mean of 37% was used monthly or less often. For the second group of librarians this pattern was reversed. A mean of 34% of the services offered by this group was used biweekly or more often and a mean of 66% was used monthly or less often. An average of 6.3 teachers used each of the 264 reader services offered by the librarians with Master's degrees, while an average of 3.2 teachers used each of the 121 services offered by the librarians with undergraduate minors in library science. The data also showed that in the schools which employed librarians with Master's degrees in library science the teachers gave a larger number of assignments per class which required the use of the library, the teachers used the library more for class preparation, a larger percent of the students used the library to do class assignments, and a larger percent of the students used library materials related to class assignments than did the teachers and students in the schools which employed librarians with lesser amounts of library education. However in the latter group of schools, a larger percent of students was found who used the library for personal reading and to do nothing in particular.

The librarians in the study were asked to list in order of importance (1) the sources of information which they used in developing reader services and (2) the reasons why they did not offer additional reader services in their library programs. All four librarians with advanced degrees in library science listed their library courses as a major source of information for the development of reader services. Among the other group of librarians only one listed her library courses as a source of information, and she considered this to be a minor source rather than a major source of information. However, three librarians from the latter group listed the need for more background knowledge about school libraries as a major reason for not offering more reader services in their library programs.

The data showed the same pattern of results when the librarians were compared in pairs rather than in groups. In each pair the librarian with more library education offered more reader services, spent more time on these services, and the services had a higher frequency of use and more teacher use per service than in the case of the librarian with less library education.

The other variables in the study were not as tenable as that of the amount of library education of the librarian. Within the group of librarians with Master's degrees in library science the two librarians who had been in their positions for five or more years offered more reader services, spent more time on these services, and the services had a higher frequency of use than in the case of the two librarians who had been in

their positions for less than three years. In the case of the latter two librarians, the programs of reader services were still in the developmental stage. However, the length of time which the librarians with undergraduate minors or less had been in their positions was not a factor in the development of their programs of reader services. The two librarians who had been in their positions for a longer period of time did not offer more reader services in their programs than did the two librarians who had been in their positions for a shorter period of time. In this group the library programs remained essentially the same as they had been when the librarians came to the schools.

Large differences were not found in the number of reader services offered in the library programs when the schools were grouped and compared on the variables of school enrollments and annual per pupil expenditures for instructional purposes. These comparisons showed a difference of twelve in the mean number of reader services for both of these variables. This was one-third of the difference which was found when the schools were grouped and compared on the basis of the amount of the librarians' education. The librarians in the group of schools with the smaller enrollments offered a mean of twelve more reader services in their library programs than did those in the schools with the larger enrollments. Likewise, the librarians in the schools with the smaller annual per pupil expenditures for instructional purposes offered a mean of twelve more reader services in their library programs than did those in the schools with the larger annual per pupil expenditure.

Conclusion

The data obtained about the reader services in the library programs of this study verified the hypothesis that a direct relationship exists between the amount of library education of a librarian and the librarian's performance on the job. However, this has been an exploratory study and further research in this area should be done using a larger sample, different types of libraries, different variables, and different definitions of the "librarian's performance on the job." Furthermore, surveys are needed concerning the existing educational backgrounds of high school librarians within each state. The results of such surveys and research will enable library educators, school administrators, and state educational agencies to design programs for recruiting school library personnel, the needed programs of library education, and programs of continuing education for school librarians.

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CHAPTER I

HISTORICAL BACKGROUND OF THE PROBLEM

The Problem of the Dichotomy in the Amounts of Library Education

For half a century the leaders in the school library field have been concerned with the dichotomy in the training which exists for the preparation of school librarians. Since the employment of the first persons in the late nineteenth century as school librarians, there has been no agreement on the type of course or the amount of library education these people should have. This difference in training was the result of the introduction of courses in normal schools to prepare teachers to select and evaluate materials to be used with children. These courses of instruction soon developed into courses of preparation for teacher-librarians.

Today the required preparation in library science can be general in nature or with emphasis upon the problems of school librarianship, and can be obtained in an undergraduate program of any college offering such courses or in a graduate program. The latter programs are found both in library schools accredited and in those not accredited by the American Library Association. In most states a person with an undergraduate minor in library science qualifies to be a school librarian on an equal basis with a person who has an M.S. degree in library science. The decision as to which type of high school librarian to hire rests with the local school authorities. The only training which the majority of school librarians have in common is teacher education.

This study is concerned with the relationship between the amount of formal library education of high school librarians and the programs of library services developed by these librarians. It is based upon the differences in the amounts of library education recommended for high school librarians by the Standards For School Library Programs, regional accredting agencies, and state certification requirements.[1] The historical background of the developments in the education of school librarians will help one to understand the reasons for these differences.

Historical Background

The first courses offered in library instruction by normal schools appeared in the early 1890's. According to Van Lieuw, these early courses were the result of the introduction of children's literature into the school curriculum at all grade levels.[2] The courses were primarily designed to help teachers with the problems involved in the use of literature in the classroom. The content of such courses generally covered:

> (1) Principles of book selection which were best fitted to meet the requirements of the whole cultural task and the peculiar needs of children; (2) Principles of succession for the subject matter of literature given to the children; (3) Relationship of literature in the curriculum to other branches of instruction; and (4) Methods best suited to the preparation of literary masterpieces in the schools.[3]

From this one can see that normal schools were quick to assume the responsibility for preparing teachers to select and evaluate materials to be used with children. As a result of demand, such courses of instruction soon developed into courses of preparation for persons taking positions as teacher-librarians.

Paralleling the development of the courses for teacher-librarians in normal schools was the employment of library school graduates for school library positions. In 1900 Mary Kingsbury became librarian at Erasmus High School in Brooklyn. She was the first professionally trained librarian to serve in a school library. In 1915 Mary E. Hall reported that fifty professionally trained librarians had been appointed to school library positions between 1905 and 1915.[4]

Early in 1903 the American Library Association Committee on Library Training made a survey of all existing library instruction at that date.[5] The survey included every type of institution offering any library instruction: library schools, summer institutes, apprentice classes, college courses in bibliography and history of printing, correspondence courses, and courses offered by teachers' colleges and normal schools.

Ten normal schools replied to the questionnaire, and nine of these were located either in Illinois or Wisconsin. The committee stated that the normal schools in these states "took the lead in this work."[6] Although there was a great lack of uniformity in the course content, number of subjects covered, number of courses required, and the length of time spent on such courses the instruction in all ten normal schools was directed toward persons preparing to teach. All the schools stated that their objectives were ". . . to help their students use the library intelligently while students and to enable them as teachers to form and manage high school township libraries."[7] The committee noted that this preparation was much the same preparation required for the librarian of a very small public library. However, since these classes were designed for preparing teachers, ". . . the work of systematization would not seem to come within the scope of the American Library Association, the committee recommends it to the consideration of the Library Section of the National Education Association and is ready to place the papers received at the service of the Section, if desired."[8]

Vann in discussing the report of the 1903 Committee on Library Training stated:

> By dismissing the responsibility, the Committee failed to anticipate the impact of the emerging school library program and to realize that school library training might be regarded as an area for specialization in the regular library school or as indicative of the need for a new type of library school.[9]

As the result of the committee's recommendation, a joint American Library Association (ALA) and National Education Association (NEA) committee on instruction in library administration in normal schools was formed to study the problem of training for school librarians. The final report of this committee was presented in January, 1905.[10] The report recommended that the library instruction offered by normal schools should constitute no less than ten lectures or class periods with at least two hours of practice work for each hour of lecture. The report also spelled out the responsibility of public librarians for instruction in normal schools.

The main body of the report was to be used as a textbook for the instruction offered by normal schools, and as a guide for teachers of library administration courses in normal schools, particularly those who had not had any instruction in library science. The suggested topics to be covered in a course of ten lectures plus twenty hours of practice work indicated that it could only have been a very brief introduction to the subject and not a study in depth or detail. The suggested topics were:

1. School libraries
    Place and value
    Reference libraries
    General libraries
    How to start a school library
    Relations with school trustees
    Public library, a distinct organization

2. Public library and the public school
   - Functions of the public library
   - Librarians efforts repaid
   - Library loans
   - Visits to schools
   - Library bulletins in schools
   - Notices of class work
   - References
   - School museums
   - Classroom libraries

3. How to use a library
   - Instruction in use
   - Care of books
   - Making a bibliography
   - Book-making
   - Reference books
   - Library instruction in schools

4. School library room

5. Selection and ordering books

6. Children's reading

7. Incoming books
   - Checking invoices
   - Accession book
   - Opening a new book
   - Cutting leaves
   - Marks of ownership
   - Book plates
   - Pockets

8. Cataloging and classification

9. Call number, shelflist and loan system

10. Binding

11. Library associations[11]

The 1905 report of the Joint Committee of ALA and NEA was followed by a tremendous awakening of interest in courses of library instruction by normal schools. A report issued in 1912 by the NEA Committee on Normal School Libraries stated that the committee had no knowledge of the number of normal schools offering courses in library administration but there was one or more in each state.[12] Two years later a survey of the U.S. Bureau of Education showed 91 colleges and universities offering courses in the book arts and 93 normal schools offering instruction in library methods.[13] The 93 normal schools, which reported to the Bureau, were located in 29 states. The amount of instruction in these schools varied from a few lectures to a course covering a period of two years. The objective of all the programs was to train students for positions as teacher-librarians.

The 1912 report of the NEA Committee on Normal School Libraries included a suggested syllabus for the library instruction to be offered in normal schools.[14] The committee believed that the course should result in students being able to organize and administer a small school library. Two types of courses were recommended: the first was to include ten or more lessons for all new students on how to use the library, and ten or more lessons for the graduating class on book selection for school libraries; the second type was a two-year course for teacher-librarians. This latter course was to be an elective course open to students who had completed four years of high school. The objectives of this course were to prepare teachers to direct the reading of children, to give lessons on the use of books and the library, to administer a small school library, and to teach. The course was to be given one period a day for two years and was to include classification and cataloging, other technical processes, children's literature, and practice teaching of library lessons. A graduate of this course was to receive a teacher's license but was ". . . not fitted to fill a public library position."[15]

Although ALA earlier had dismissed its responsibility for the library instruction offered by normal schools, the problem continued to come to its attention. The year 1915 brought reports from two separate ALA committees concerning the problem as well as a report from an NEA committee. These were the ALA Committee on Training Courses for School Librarians, the ALA Committee on Standardizing Library Courses in Normal Schools, and the NEA Committee on Standardizing the Course of Study in Library Instruction in Normal Schools.

The purpose of the ALA Committee on Training Courses for School Librarians was to study all the institutions offering courses designed to prepare school librarians.[16] The Committee sent questionnaires to 50 schools. This number included 32 normal schools and teachers' colleges, 7 colleges and universities, and 11 library schools. Thirty-nine replies were received; twenty-two of these were from normal schools and teachers' colleges. Some of the conclusions reached by this ALA Committee were in disagreement with the findings of the NEA Committee reporting the same year. From its survey the ALA Committee concluded that, almost without exception, teacher training schools considered librarianship an auxiliary to teacher education and planned their courses on that principle. In these schools the teaching of the use of the library was more important than more extended training for administrative work in school libraries. At the same time, practically all the teacher training institutions recognized the claims of librarianship as a distinct profession by declining to recommend their graduates as qualified for general library positions. In contrast, the Committee concluded that the preparation of school librarians in the library schools was considered as only one phase of general library work. It is in the conclusions of this report that one sees the first difference of opinion concerning the type and amount of courses desirable for the training of school librarians. Prior to this time, the studies of the ALA and the NEA committees dealt with the standardization of courses for school librarians offered by the normal schools.

The ALA Committee further concluded that, in spite of training, teacher-librarians were still preferred to those persons who considered the library as their special sphere. The demand for school librarians was often only a demand for more clerical help. The Committee summed up the problem as follows:

> It is more than probable that more and better courses, planned specifically to train school librarians are needed; but no course, however well planned, can last long if those who take it have no chance to use their special training. Neither is increased demand for school librarians enough. As long as it is merely a demand for clerical assistants or for service with lower pay than equally qualified teachers, the right kind of candidate can not be developed. The lack of standards in our present agencies for training school librarians is regrettable; the lack of interest which fails to use a fair proportion of those who try to get training for library service, is even more regrettable. There will not be much improvement produced until the schools themselves demand better service from their libraries and better trained librarians to conduct them.[17]

The ALA Committee on Standardizing Library Courses in Normal Schools had been organized in 1914 at a meeting of normal school librarians. This Committee asked the Library Department of the NEA to establish a similar committee to cooperate with it. These two committees agreed that the ALA committee would gather information about the courses which were offered by normal schools and teachers' colleges at that time, and on that basis propose a series of standard courses. At the same time the NEA committee was to approach elementary and high school principals in an effort to learn what these persons considered most important in the training of school librarians. On the basis of their findings the NEA committee was to propose a series of standard courses for training school librarians. Table 1 compares the two sets of standard courses proposed by each of these committees.

TABLE 1

A COMPARISON OF COURSES RECOMMENDED BY ALA AND NEA COMMITTEES IN 1915

Courses Recommended by the ALA Committee on Standardizing Library Courses in Normal Schools	Courses Recommended by the NEA Committee on Standardizing the Course of Study in Library Instruction in Normal Schools
Course 1: Required. Reference work or the use of the library and books. This is to consist of no less than 25 lessons of not less than 45 minutes each. It is to be given in a one-year period or scattered throughout all library training work. One-half unit of credit will be given for this course.	Course 1: Required. The use of the library for personal assistance of all normal school students, both while they are in school and afterwards. The minimum time allotted to this course is to be not less than 10 class periods. The course should cover: The importance of training in the use of books and libraries Classification Arrangement in the library The catalog Reference books Periodicals Indexes Public documents The investigation of subjects How to read for varied purpose Book selection

TABLE 1 (Continued)

Courses Recommended by the ALA Committee on Standardizing Library Courses in Normal Schools	Courses Recommended by the NEA Committee on Standardizing the Course of Study in Library Instruction in Normal Schools
Course 2: Required. Children's literature. This is to consist of 25 lessons of not less than 45 minutes each. One-half unit of credit will be given for this course.	Course 2: Required. Directing the reading of children, including the use of the library. This course is to consist of 50 class periods. It should cover: The importance and possibilities of children's reading The problems of directing children's reading Kinds of children's books and the value of each Standards of choice Grading Adaptations Story-telling Dramatization Graphic illustration Use of pictures, maps etc. How to borrow books from the library, both school and public Library rules and regulations; the care of books. What books to buy for one's self

TABLE 1 (Continued)

Courses Recommended by the ALA Committee on Standardizing Library Courses in Normal Schools	Courses Recommended by the NEA Committee on Standardizing the Course of Study in Library Instruction in Normal Schools
Course 3: *Elective*. Technical subjects for teacher-librarians. Courses 1 and 2 are to be required prerequisites for this course. This course is to consist of 50 lessons of not less than 45 minutes each. One unit of credit will be given for the course.	Course 3: *Elective*. Library organization and administration for teacher-librarians. This course is to consist of at least 100 class periods. It is to cover: Selection and ordering of books Accessioning Labeling Cataloging Arranging of books on the shelves Issuing Mending Binding Attracting and directing readers Co-operation with public libraries Helpful library agencies Community service All the above topics are to be taught in the normal school library and enforced by apprentice work.

Sources: "Report of the Committee on Standardizing Library Courses in Normal Schools," *ALA Bulletin*, 9:280-82, June, 1915.

"Report of the Committee on Standardizing the Course of Study in Library Instruction in Normal Schools," *Journal of Addresses and Proceedings of the NEA*, 53:1059-64, 1915.

The ALA committee sent out questionnaires to 239 normal schools and teachers' colleges, and received 131 replies. Based upon the courses which were taught in these institutions, the Committee recommended the maximum requirements for library courses to be offered by teacher training institutions. The Committee went beyond the recommendation of proposed courses and grouped the existing schools according to the amount of course work offered in library administration, as follows:

Group A: Schools fulfilling the maximum requirements stated in Table 1.

Group B: Schools requiring 10 lessons of not less than 45 minutes each on the use of books and libraries and at least 10 lessons on children's literature.

Group C: Schools offering any course work at all.

Group D: Schools offering no courses.[18]

The report was accompanied by a list of schools in each of the above categories.

Comparing the two sets of standards for course work proposed by these two committees, one can see that the elementary and secondary school principals were more concerned with instruction in children's literature and in library organization and administration than they were in instruction in library use.[19] They wanted school librarians to have much more preparation in these areas than was then provided by the normal schools. Considering the amount of course work which school administrators would have desired their librarians to have, one can seriously question the conclusions of the ALA Committee on Training Courses for School Librarians. What was the basis for its statements that there was a lack of interest among school administrators in the training of school librarians, or that there was a lack of demand for adequately trained personnel? Why did they send questionnaires to only 32 normal schools and teachers' colleges, while the ALA Committee on Standardization sent questionnaires to 231 of these institutions? These questions are not answered in the reports of the ALA Committees.

The work of the two separate committees on standardization of courses was considered important enough that the following recommendation was referred to the ALA Council in 1917 for consideration:

1. ALA should ask the Carnegie Foundation Commission on Standardization of Courses in State Normal Schools to consider the importance of instruction in library methods in normal schools.

2. The Commission be asked to
   a. Correlate the results of the Committees on Library Courses in Normal Schools of NEA and ALA published in 1915.
   b. Make recommendations regarding the minimum of instruction desirable in the different classes of normal schools.
   c. Make recommendations regarding the weight to be attached to questions on library methods in state examinations for teachers.[20]

The published records do not show the Council's action upon this recommendation.

Until 1915, the concern had been with the dichotomy in the types of training for school librarians provided by the normal schools and by the library schools. Then an additional problem was presented to the ALA and the NEA--the differences in state and local requirements for school librarians. In a 1916 report of an ALA committee the first mention of state or local educational requirements for school librarians are found.[21] This again was the Committee on Training Courses for School Librarians. The Committee confined its study to the changes in courses of training for school librarianship, the demand for school librarians trained in the courses, the actual qualifications required for school librarians in various states and localities, and the opinions of educators and members of state library commissions about the educational qualifications of school librarians. The Committee noted an increase in the number of special courses for school librarians in library schools and in the amount of course work offered by normal schools and teacher training agencies. The Committee concluded that there were two distinct types of training offered to persons desiring to become school librarians. The courses in most normal schools and teachers' colleges were designed to provide a knowledge of books and simple methods of administration. It was the opinion of the Committee that these training programs lacked depth. The products of these courses were teacher-librarians. They were found for the most part in small high schools or in schools with classroom libraries. The very nature of these positions demanded that they be teachers first and librarians second. The second type of training was that offered in the library schools. The courses offered by the library schools were designed for students who intended to devote their entire time to library work and none to teaching. These courses required a broader educational foundation than the work in normal schools.

The Committee concluded that the demand for trained school librarians was increasing slowly. Its report further stated:

> Demand is lessened by the apparent lack of interest on the part of local and state authorities in school libraries. Until the library is supervised as carefully as any other part of the school, the librarian will not be required to bring her work up to the standards required from teachers, and until an equivalent standard is required, the appointment of competent librarians will be more of an accident than a matter of policy.[22]

The Committee found that the establishment of qualifications for school librarians was generally a matter of local concern. The qualifications required for school librarians in different localities varied from

". . . a specially adapted teacher" to a person with library training, a college degree, and library experience. The Committee reported that in general the school library was too ". . . often a refuge for unsuccessful teachers" or a means of providing ". . . a congenial resting-place for a specially favored teacher."[23] Thirty-three states had no requirements for school librarians. In the states which did have requirements for school librarians, these were for high school positions only. The requirements varied greatly from state to state and for the most part were advisory only. Two states required school librarians to be certified as teachers. The minimum requirement was a summer school course in library work.

The survey of educators and members of the state library commissions showed a growing recognition of the need for competent school librarians and for cooperation between educators and the library commissions if a well balanced plan for the education of school librarians was to be developed. Not unlike the school administrators in the earlier NEA study, the educators emphasized the following as being important qualifications for school librarians:

Personality
General education
Technical training
Knowledge of school curricula
Skill in reference work
Knowledge of children
Broad knowledge of literature, history and civics.[24]

The work of the ALA Committee on Standardizing Library Courses in Normal Schools and the NEA Committee on Standardizing the Course of Study in Library Instruction in Normal Schools continued to influence the work done by both associations for a number of years. In 1915 the NEA established a Committee on Library Organization and Equipment to Investigate the conditions in high school libraries across the United States. This investigation was for the purpose of making the conditions known to school administrators in order to enlist their aid in improving high school libraries. Professor Charles H. Johnston of the University of Illinois was Chairman of this Committee when it was first organized. It is noteworthy that Johnston was also the Chairman of the Commission on Unit Courses and Curricula of the North Central Association of Colleges and Secondary Schools. On Johnston's death, C. C. Certain assumed the chairmanship of both of these groups. This study lead to the first standards for high school libraries.[25] They were accepted as advisory standards by NEA, ALA, and the North Central Association.

While one might expect that the development of standards for high school library programs to lead to a standardized course for the preparation of school librarians, this was not the case. The standards continued to recommend different training requirements for the full-time school librarians and for the teacher-librarian. The program of courses recommended for a full-time school librarian was similar to the training of any professional librarian. The requirements included a B.A. degree plus a fifth year of professional library training. The recommended undergraduate program leading to the fifth year program called for studies in literature, history, sociology, education, or other subjects appropriate to any special demand, for example, those of the technical high school upon the library. The Committee believed that a broad general background was best for the school librarian. Its report further advised that successful teaching experience at the high school level would be a valuable asset, but more important than teaching experience would be ". . . the year's successful library experience in work with young people in a library of good standing."[26] These recommended standards were modified for schools with smaller enrollments. Essentially the standards said that the smaller the school, the less was the training required for the librarian.

> . . . in the smaller (school), it may be necessary to provide "teacher-librarians" . . . . To qualify for this work she should have at least a six weeks' course of training in a summer library school approved by the Committee on High School Libraries in the National Education Association, or in a public library course of training which meets with the approval of this committee.[27]

It is probable that these were economic expedients rather than educationally desirable goals and that they were based upon the lack of definition of the role of the librarian in the schools and of the functions of the school library. However, these early standards have influenced the pattern for preparing school librarians to the present day.

This step forward did not solve the problems involved in the designing of curricula for the preparation of school librarians. Many educators believed the standards to be too high, inasmuch as the qualifications for a full-time school librarian would be higher than those for teachers in most states. The problem was complicated further by the fact that schools lacked funds to hire adequately trained librarians, and the supply of such persons was inadequate. Ruth Tobey, in a paper presented before the Library Department of NEA, suggested there were only two alternatives to the problem: (1) the school stenographer or an especially bright high school student might take charge of the library, or (2) teacher training institutions should prepare prospective teachers to take part-time jobs as school librarians.[28]

However, these advisory standards, recommended as they were by three important organizations, had an immediate effect in state educational circles. State standards began to appear. While these were advisory in most cases, they had behind them the pressures of the state departments of education. Also, these state standards called to the attention of school administrators the need for professional library service in the schools.

In an attempt to clarify the picture further, the ALA School Library Section spent two years studying the courses offered by the library schools for the preparation of librarians for school positions. Questionnaires were sent to school librarians in cooperation with Williamson in his investigation of library training.[29] Analysis of the returned questionnaires showed that the emphasis at all library schools was on library techniques, administration, reference and bibliographic courses. The School Library Section made the following recommendations to improve the preparation of school librarians by the library schools:

> (1) Certain modification of techniques for use in school libraries should be summarized rather than touched upon incidently in the different courses.
>
> (2) Increased facilities to prepare school librarians to meet the increased demand for these librarians.
>
> (3) Since school librarians must have the same background as a teacher to have the same status on the school staff and the same salary as a teacher, the library schools should make provision for this by having education credits required for admission into the curriculum for school librarianship; or by cooperation between schools of education and library schools so that persons specializing in school library work will have an opportunity to secure the necessary educational training; or by having specialists on modern educational methods lecture the students.[30]

After 1924 the problem continued to plague the newly formed ALA Board of Education for Librarianship. The Temporary Library Training Board concerned itself with entrance requirements, staff (number and qualifications), credits, library facilities, and suggested courses to be offered in normal schools and teachers' colleges for school librarians.[31]

In the second annual report of the Board of Education for Librarianship, issued in 1926, the Board noted the increased demand for school librarians.[32] It pointed out that the total number of library school graduates that year was 200 less than the number of school library positions to be filled. As a result, many of these jobs could not be filled and many school libraries were placed in the charge of teachers. The Board anticipated that in the near future educational courses especially adapted to the needs of school librarians would be developed in colleges and universities. Also, it believed that, within a short time, one year beyond the B.A. degree would hardly be enough preparation for the school librarian. In spite of the Board's anticipation, school librarians still take courses designed for teachers, including practice teaching; and many of today's practicing school librarians have only a B.A. degree.[33]

During its first few years the Board advocated the need for careful study (1) by public school administrators to determine whether or not they could afford to countenance inadequate professional preparation of school librarians, (2) by library schools to ascertain whether they had devised the best possible curricula for students preparing for school librarianship, and (3) by the library profession as a whole to determine what sort of school library service was needed and what would be the best preparation for it. The Board believed that the training of school librarians should not be radically different from that of other librarians. At the same time, the Board realized that it would take all the existing resources of library schools, summer school programs, and normal schools to meet the demand for school librarians.

In its third annual report the Board published the minimum standards which it had adopted for curricula in school library work.[34] In spite of their belief that training for school librarians should not be radically different from that of other librarians, members of the Board recommended two sets of minimum standards. One was essentially the same as the standards that had been adopted for senior undergraduate and graduate library schools. The other set of standards applied to courses in school library work which were to be offered in normal schools, colleges and universities. From an examination of the suggested course content for the two curricula (Table 2), it is clear that the abridged curriculum suggested for normal school programs was based upon the principle of elimination. Obviously the Board assumed that the persons taking the normal school curriculum would all become teacher-librarians in small schools. Commenting upon the curriculum of library instruction for normal schools, Fargo said that it was designed to ". . . prepare the part-time librarian to substitute order for chaos in the school collection and save the district money on its orders. But it will not take her much farther . . . ."[35] The Board suggested no way in which the ALA should implement these standards. No provision was made for the inspection of the schools offering this curriculum or for accreditation of the schools by ALA.

TABLE 2

A COMPARISON OF COURSES RECOMMENDED IN 1926 BY THE BOARD OF EDUCATION FOR LIBRARIANSHIP FOR NORMAL SCHOOLS AND LIBRARY SCHOOLS

Courses Recommended for Minimum Requirements in Normal Schools

Courses		Hours Credit
Book selection		2
Cataloging and classification		2
Children's literature		2
Field work		2
Library work with children		2
Methods of teaching library use		2
Reference and bibliography		2
Place of the library in the modern school		2
	Total	16

Courses Recommended for Minimum Requirements in Accredited Library Schools

Courses		Hours Credit	
		1st semester	2nd semester
Book selection		3	1
Cataloging and classification		2	2
Children's literature		-	3
Field work		1	2
History and administration of libraries		2	-
Methods of teaching the use of the library		-	2
Reference and bibliography		3	3
Place of the library in the school		-	2
Library work with children		2	-
Elective		2	-
	Total	15	15

Source: Third Annual Report of the Board of Education for Librarianship of the American Library Association (Chicago: The Association, 1926), pp. 16-19.

By 1928 courses in school librarianship were known to be offered by 85 colleges and universities, 55 teachers colleges and normal schools, and 20 library schools.[36] After thirty years of debate between the library profession, the schools offering library instruction, and school administrators, there still was no agreement concerning the amount or the content of library instruction deemed necessary for persons preparing for careers as high school librarians. As a result of the lack of definition of the function of the library within the school, two widely different points of view were prevalent concerning the preparation of school librarians. One viewpoint endeavored to adapt the training to the immediate needs of the school. It brought pressures to pattern the curriculum closely after that of teachers with the addition of a few technical and book courses. This resulted in a curriculum which was limited in nature and content. The other was a broader, long-range viewpoint with emphasis upon liberal arts, library techniques, and book selection. This resulted in a curriculum which did not apply solely to the school environment or to the immediate present.

After 1930 the pattern for the education of school librarians followed closely that developed in the 1920's. Following the leadership of the North Central Association, the other regional accrediting associations established standards for high school libraries. By 1931 all the accrediting associations (the Middle States Association of Colleges and Secondary Schools, the New England Association of Colleges and Secondary Schools, the North Central Association of Colleges and Secondary Schools, the Northwest Association of Secondary and Higher Schools, and the Southern Association of Colleges and Secondary Schools) had set standards for school libraries.[37] The standards developed by these different groups were not uniform. The New England Association and the Middle States Association used general standards and included qualitative statements for the guidance of evaluating committees. The other associations used quantitative minimum requirements. Each of the associations specified lesser amounts of library education for librarians in small high schools than for librarians in large high schools. All of these early standards with the exception of those of the Southern Association were advisory standards only.

State certification of school librarians came after the standards of the regional accrediting associations. The status of school librarians with reference to certification was a bewildering matter to educational officials. Since the library profession had developed no scheme of certification, it was only reasonable that certification to teach would be the method applied by educators to school librarians. This was not the ideal method of certification for school librarians, though it did have the advantage of placing school librarians on teachers' salary schedules. However, in most cases certification on the same basis as teachers was certification at a level lower than was consistent with professional education for librarianship. Furthermore, teacher training institutions were inevitably influenced by the exigencies of certification. McConnell writing in 1936 noted that the greatest expansion of courses for teacher-librarians took place in teacher training institutions.[38] This expansion was stimulated by a widespread adoption of library standards for the public schools by regional accrediting agencies and by state departments of education.

This movement to certify school librarians, which began about 1930, developed rather slowly in the states. Wheeler reported in 1946 in his study of library education that certification was in effect in 34 states and Washington, D. C.[39] The majority of these states required preparation in education as well as in library science, and this preparation could be entirely at the undergraduate level.

As has been seen, certification requirements brought increasing demands for courses in library science for school librarians and the argument continued as to whether these should constitute a specialization within the teaching profession or within librarianship. In her study of the mid 1930's, Fargo concluded that the main body of discipline essential to the preparation of school librarians should be basic and in line with the professional discipline provided for all librarians.[40] This preparation should be offered through the curriculum of the library schools with appreciation for the kinds of service demanded in various types of public schools. Her study revealed the presence of a considerable number of teachers' functions too far removed from professional library work in most school library positions. To her this indicated the need for a clearer conception on the part of the school administrator and librarian about the real nature of librarianship. She suggested two distinct objectives which should be kept in mind when planning a curriculum for school library service: (1) preparation of librarians with a specialization for school library services, and (2) preparation of teachers and school administrators to use libraries and to understand their functions.

In an earlier paper Fargo had proposed that the part-time librarian in the schools be replaced by consolidated school district libraries or by consolidated library service administered through the county or district superintendent.[41] To her the problem was not the development of a new science or art of librarianship, but the adaptation of standard practices to meet the school situation. The school librarian was a special librarian in the entire spectrum of librarians, who by reasons of a particular clientele should adjust her skills and standard practices to a specific situation. This definition of the school librarian holds true even today.

The 1930's also brought other attempted solutions to the problem of education for school librarians. A new set of minimum standards was adopted by the American Library Association Board of Education for Librarianship for teacher training institutions.[42] The new standards outlined a series of guiding principles which a college could adapt to the requirements of the institution's academic policies. In 1934 a committee was appointed jointly by the Board of Education for Librarianship and the American Association of Teachers Colleges. "In general the purpose of the committee was to consider the status and functions of library instruction designed for teachers, teacher-librarians, school librarians, and school administrators and to investigate possibilities for future development which might be satisfactory to both educational groups."[43] The report of this Committee was in the form of a proposed syllabus of 16 semester hours of course work for future teacher-librarians. It emphasized that full-time librarians were expected to receive their professional education in an accredited library school.

At last it seemed that prospects were highly favorable for some standardization of curricula for the education of school librarians. However, this glimmer of hope quickly died. The Board of Education for Librarianship decided to use the minimum standards as advisory standards rather than required standards for accrediting purposes, thus diluting the strength of its own recommendations. The American Association of Teachers Colleges received the report of the joint committee but took no steps to implement the recommendations. Again teachers' colleges found themselves in the position of being urged by demand to extend courses in library science in order to meet the need for school librarians but without any national agency willing to endorse their efforts.

Developments of the postwar period have continued to be unsettled. They have been marked by a general revamping of the curricula of accredited library schools, renewed studies of education for school librarians, and a mild revolution among accrediting agencies for teachers' colleges. However, by the end of the 1940's a change began in professional thinking about school librarianship. As a result of her study, Ersted refuted the time-honored assumption that teacher-librarians required less library education than a full-time school librarian by saying ". . . the dichotomy of training for teacher-librarians and professional librarians should be discontinued."[44]

Today, while one recognizes that school librarians in small high schools need the same amount of library preparation as those in large high schools, the dichotomy in the education for school librarians continues to exist. The 1960 Standards for School Library Programs state:

> The basic program of general and professional education recommended for the school librarian is a five year program. The fifth year may be based on an undergraduate minor in school librarianship in a college or university with an approved program of this type.[45]

This thinking has not been reflected in the certification requirements for high school librarians by different states or in the requirements recommended by the regional accrediting agencies.

Mahar found in 1958 that the minimum educational requirement for certification of secondary school librarians in almost all states was only a B.A. degree.[46] The number of semester hours required in library science by the various states ranged from 4 to 36 (See Table 3). Mahar summarized her findings:

> Certification requirements for school librarians reflect a general interpretation by state departments of education that school librarians are teachers, as well as librarians. Forty-seven States and Hawaii require teacher certification as a basis for the certification of school librarians: 23 States issue a special certificate for school librarians, based on teacher certification requirements; 25 States issue a teacher's certificate endorsed for library science as a special subject . . . . In general almost all of the States employing one of the two forms of certificates for school librarians, based on teacher certification, require as a minimum a Bacherlor's degree, including a specific number of semester hours in professional teacher education which may vary from 10 to 30 hours and which averages about 18 hours for secondary teachers . . .
>
> Requirements in library science vary from 4 to 36 semester hours . . . There exists greater uniformity in the general and professional teacher education requirements than in the required programs in library science.[47]

While the above information was based upon 1958 certification requirements of the different states, the picture has changed only slightly since that time. Woellner and Wood list the following as the minimum requirements for the certification of high school librarians in Illinois:

> (1) B.A. degree from a recognized institution, including 16 semester hours of course work in professional education of which 5 semester hours must be in student teaching.

TABLE 3

STATISTICS ON MINIMUM CERTIFICATION REQUIREMENTS OF HIGH SCHOOL LIBRARIANS IN THE U.S. IN 1958

Degree Requirements	No. of States
M.S.	0
B.A.	47
Less than a B.A.	1
Hours of Professional Education Required	
24	7
22	1
21	1
20	5
18	15
16	5
15	3
14	1
12	3
10	1
8	1
Hours of Work in Library Science Required	
36	1
30	3
24	4
21	1
18	7
16	2
15	2
6	3
4	2
0	1

Source: M. H. Mahar, Certification of School Librarians, a Compilation of State Requirements, U.S. Dept. of Health, Education, and Welfare Bulletin No. 12, 1958 (Washington, D. C., Government Printing Office, 1958), Table IV, pp. 70-71.

(2) A major or minor from separate subject fields of which library science can be one.

(3) A minimum of 16 semester hours in library science.[48]

The minimum educational requirements for school librarians recommended by the regional accrediting associations are much the same as those required for state certification. Those recommended by the North Central Association of Colleges and Secondary Schools are:

(1) B.A. degree from an institution of higher learning approved by the North Central Association or an institution of equal standing.

(2) The above degree must include 30 semester hours of general education course work.

(3) 15 semester hours of course work in library science which may be included in the work for the above degree.[49]

From this view of the present situation, one can see that the option to hire a school librarian with a M.S. degree or with only an undergraduate minor in library science is left entirely to the local school board and school administration. In spite of a half a century of concern over the type of course work and the amount of library science education desirable for the preparation of school librarians, the problem still exists. Although committees from both ALA and NEA studied the issue and recommended changes, no one studied the differences in the school library programs developed by school librarians with different amounts of formal library education.

Hypothesis

Based upon the dichotomy in educational preparation which exists for school librarians and upon the suggestion of Gaver ("Since programs of library education should provide a sound general or basic core of professional education we need observation of current deficiencies of school librarians"),[50] a study of the relationship between the amount of formal library education and the program of high school library services developed by the librarian was proposed. The problem was stated in the form of the following hypothesis:

> Among high school librarians with varying amounts of formal education in library science, a direct relationship will exist between the amount of formal library education and the librarian's performance on the job, because as the amount of formal library education increases the librarian's knowledge of library tools and techniques, and of sources of information about new library tools and techniques, also increases.

"Varying amounts of formal education in library science" was defined in terms of one group of high school librarians with M.S. degrees in library science and another group with undergraduate minors (16 semester hours) or less in library science. "The librarian's performance on the job" was defined in terms of the library services developed and offered by the high school librarian. For purposes of this study, these services did not include organizational or technical activities carried on by the librarian, such as circulation or cataloging, but focused on those activities performed by the librarian which attempt to relate the library's resources to the needs of the library patron, such as services to the faculty and the students, library instruction to students, and reading guidance. The types of services commonly referred to as "reader services."

FOOTNOTES--CHAPTER I

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CHAPTER II

RESEARCH METHOD

This chapter will describe the research method selected to study the relationship between the amount of formal library education of school librarians and the program of reader services which they developed. Besides the general research method, this chapter will cover the development of measuring instruments, the pre-testing of these instruments, the method used to select the schools for the study, and procedures used to collect data.

General Research Method

Since the causal element, as stated in the hypothesis in Chapter I, is a weak causal element, the problem lent itself to the causal-comparative method of research. This method of research is useful in studying dichotomous situations, where one compares two sets of data to get at the causes responsible for the occurence or non-occurence of the effect. It seeks to establish the causal relationship between events and circumstances. The method does not deal with causes of past events but is used to deal with situations as they exist at the present time. Furthermore, an investigator using this method of research makes observations under normal field conditions to discover the causes of the observed phenomena and does not attempt to control all the variable factors as would be done in experimental research. Also, it permits the investigator to study in depth each of the cases selected for the study. This was the method selected to study the problem of whether high school librarians with more library education developed better programs of reader services than did those with less library education. Stated more simply--is the amount of library education of high school librarians a factor in the development of reader services in the high school library program?

With the choice of this method eight high school librarians in the state of Illinois were selected to use in this study. This group included four librarians with Master's degrees in library science and four librarians with undergraduate minors of 16 semester hours or less in library science. Since it was not possible to find four high school librarians for each group with the same number of years in their present positions, it was decided to use two librarians in each group who had been in their present positions for more than five years, and two who had been in their present positions for less than three years. This also permitted the study of maturation and regression factors in addition to the variable of library education. Table 4 shows how the librarians were grouped for the purpose of comparison.

TABLE 4

CHARACTERISTICS OF THE LIBRARIANS WHICH WERE
USED AS A BASIS FOR COMPARISON

Librarian	Master's Degree	Undergraduate Minor
Five or more years in present position	2 librarians A1 and B1	2 librarians A2 and B2
Three or less years in present position	2 librarians C1 and D1	2 librarians C2 and D2

Based upon these groups the library program of each individual librarian was compared with the seven other library programs in the study, and the pair of libraries in each square was compared with each of the other three pairs. The four libraries, where the librarians had Master's degrees in library science, were compared with the other four libraries as a group.

Since the hypothesis states that there is a direct relationship between the amount of formal library education of the school librarian and the librarian's performance on the job, the above comparisons should show that the librarians in the A1, B1, C1, D1 group had developed programs. of more reader services than the librarians in the other group. In addition, the results should show that the A1-B1 librarians had developed more reader services than the C1-D1 librarians because the former had been in their positions for a longer period of time. Likewise, one should find that the A2-B2 librarians had developed more reader services than the C2-D2 librarians. On the basis of the hypothesis alone one should find that $A1 > A2$, $B1 > B2$, $C1 > C2$, $D1 > D2$; $A1+B1 > A2+B2$ and $C1+D1 > C2+D2$; and $A1+B1+C1+D1 > A2+B2+C2+D2$. However when the factor of more years of experience is added, one also should find that $A1+B1 > C1+D1$, and $A2+B2 > C2+D2$. If all other factors, which could influence the development of reader services, are kept equal, one should expect the C2-D2 librarians to offer fewer reader services than any of the other groups.

Development of Measuring Instruments and Methods of Evaluating Reader Services

Since this was to be a study in depth of the reader services offered in eight high school library programs, it was necessary to consider several ways in which to measure and evaluate these services. A search of library literature produced very few suggestions. The basic criteria for evaluation of school library programs have been quantitative in nature. The American Library Association's Standards for School Library Programs placed their emphasis almost entirely upon quantitative measures: size of the collection, budget for the library program, size of the library staff, and size of the physical facilities.[1] The standards recommended for high school libraries by the North Central Association of Colleges and Secondary Schools are also quantitative in nature.[2] While the Evaluative Criteria of the National Study of Secondary School Evaluation is still quantitative as well as general in nature, its checklist approach was more the type of measure that was needed.[3]

None of the above documents measured the readers' services offered in the library program. However, a few studies and reports have been published which were concerned with high school library services. In 1958 the Research Division of the National Education Association issued a report concerning secondary school library services; this study explored the role of the teacher in the development of library services.[4] In 1963 the Ph.D. thesis of Milbrey Jones explored the relationship of community socio-economic factors to the school and public library services to students.[5] In 1965 Kenneth I. Taylor[6] and Robert L. Chishohm[7] published articles suggesting general ways in which the quality of school library programs could be measured.

All of these studies influenced the decision about what types of instruments should be used in studying the relationship between a high school librarian's formal library education and the program of readers' services developed by the librarian. These instruments should give an indication of (1) the amount of time a librarian spent on readers' services; (2) the type and variety of readers' services offered in the library program; (3) the ways in which teachers used the services offered; and (4) the student use of the library. Furthermore, the information obtained by means of such instruments should be verified by visits to the schools for the purpose of observing library use, and of interviewing the librarian about the services and teachers about their use of the services.

It was at this point that Mary V. Gaver and Milbrey L. Jones published their checklist of library services for secondary schools.[8] This is a list of 110 services developed through a study of library literature, which had been tested and used in the thesis study of Jones. Permission was obtained from the authors of the checklist to use it in this study, and it served as the basis on which to build the investigation of each school library program. Not only was this list already compiled and tested, its use also permitted a comparison of the results obtained in this study with those of Gaver and Jones.

Using the checklist as the central focal point for this study, the following instruments were developed for gathering data:

1. A diary of each librarian's activities for a period of one week. (See Appendix B) The purpose of this was to obtain information concerning how much time each librarian spent on reader services in comparison to the amount of time spent upon other activities. It provided information on the variety of reader services performed within a one-week period.
2. The checklist of reader services with provision for indicating the frequency with which each of the services was used. (See Appendix C)

3. A teachers' questionnaire and checklist. (See Appendix D) This instrument was in two parts. The first part was designed to provide information about the subjects each teacher taught, the materials used for instruction, the number and frequency of assignments which required the use of the school library, the teacher's use of the library for class preparation and for personal reading, and the teacher's involvement in the library program. This part was the same for all the teachers in the study. The second part of this instrument was different for each school. It was a checklist of the reader services offered in the library program of each individual school. Each list was based upon the Checklist of Reader Services prepared by the librarian of that particular school. The purpose of this part of the instrument was to determine which of the reader services offered in the school's library program were used by the teachers of that school.
4. A questionnaire to all students using the library during a sample period to determine why they were using the library and what materials they were using. (See Appendix E)
5. A questionnaire to a sample of the students. (See Appendix F) This instrument was designed to measure the use or non-use of the school library by students who did not visit the library during the period when the investigator was at the school.
6. An outline of the information to be obtained during the visits to each school. (See Appendix G)

Testing of the Instruments to Be Used

After these instruments were developed they were pretested in a school library situation to determine the following:

1. Whether or not the instruments would provide the information wanted.
2. Whether or not one could differentiate between the school library programs on the basis of the instruments.
3. Whether or not the information obtained by the use of the instruments would be reliable.
4. The amount of time that would be required on the part of the students, teachers and librarian involved in the study.
5. Whether or not the instruments were clear and easily understood.

Six schools were used for the purpose of testing these instruments. In two of these schools the librarians were given the instruments along with cover letters or explanatory notes and asked to look over the materials. They were asked to check terminology, completeness of items listed, and clarity of the language used. The main concern was whether or not the librarians, teachers and students involved in the actual study would readily understand the instruments and be able to respond accurately and quickly. After these two librarians had reviewed these materials, visits were made to their libraries to interview the librarians concerning their reactions to the instruments, and to test the investigator's ability to observe these two library programs. Of these two cases, one librarian's formal library education consisted of an undergraduate minor in library science, and the other had a Master's degree in library science. Only minor changes in wording resulted from these initial tests.

The instruments were then pretested in four actual school situations. The librarians were asked first to keep a record of their activities for one day. Next they were given the list of library reader services and asked to check those which were offered in their programs. The investigator then spent one day in each school questioning the librarian about the daily record and the checklist of reader services, observing student and teacher use of the library, and asking students and teachers to fill out questionnaires. Emphasis was placed upon determining the amount of time needed for persons to complete the checklists and questionnaires, and the need revealed by the responses for changes in the instruments developed for the study. Here again, librarians were used who had backgrounds similar to those wanted in the actual study. Two librarians had Master's degrees in library science, and two had undergraduate minors.

The librarians selected for purposes of testing the instruments were from nearby communities. They were asked to do this pretest because the schools in which they were situated did not have all of the characteristics desired for the study. There was no possibility that these librarians would later be a part of the actual study.

The results of the testing showed that the instruments as they were designed would give the information desired. All the librarians, administrators and teachers consulted agreed that information sought from students would be reliable, if the students knew the purpose of the study. Further, it was determined that none of the instruments would demand a great deal of time on the part of any individual teacher or student. The length of time required for students to fill out the questionnaire given to them when they were using the library was from 1-3 minutes. Students filling out the questionnaire to be given to a sample of the student body used from 3-5 minutes to do so. Teachers used from 15-25 minutes to fill out their questionnaire and to check the list of reader services given to them. In addition time was requested from some teachers for interviews with the investigator during the visit to their school.

Much more time was required on the part of the librarian. The librarians testing the instruments spent between 20 and 30 minutes a day keeping the daily record of activities. They used from 30-45 minutes to check the list of reader services. In addition, the librarians' time was required for interviews with the investigator and for related activities.

For the most part, only minor changes of wording and the addition of some items were needed on the questionnaires. The major change was in the format and arrangement of the checklist of reader services. The items on the list were rearranged into broad catagories as follows:

I. Accessibility and availability of services and materials.
II. Services to the teaching staff and administration.
III. Services to students.
    A. Library instruction.
    B. Guidance in the selection and use of materials.
    C. Miscellaneous services to students.
IV. Other services not listed.

The number of items on the list was cut from the original 110 to 57. Since none of the original items were dropped, this reduction resulted from listing some items under broader terms.

Selection of Schools for the Study

In the same period that the instruments for measuring the variety and use of the reader services in the high school library program were developed, the process of selecting the schools to be used in the study was begun. The first step in this process was to determine the characteristics which were desired for all the schools in the study. It was decided that the schools would be selected on the basis of the following characteristics:

1. Each must be recognized by the Illinois Office of the Superintendent of Public Instruction.
2. Each must be accredited by the North Central Association of Colleges and Secondary Schools.
3. Each must include grades 9-12 rather than 10-12. (The grade pattern for the majority of high schools in Illinois is 9-12. Therefore, using this grade range permitted the selection of the eight schools from the largest group of high schools in Illinois. Also, it insured a more standardized curriculum.)
4. Each must be the only high school in the district. (This would eliminate the influence of any cooperation between librarians within the same school district and/or the influence of a school library supervisor in the development of the library program.)
5. Enrollment in each school should fall within the middle size range of high schools. (All large high schools and all very small high schools were excluded. The large high school with 750 or more enrollment would tend to have more than one librarian, while the small high school with less than 200

enrollment would have only a part-time librarian. Also, schools in the middle range in respect to size were more likely to be found in similar communities.)

6. The pupil/teacher ratio in each school should not exceed 27 to 1 as recommended by the North Central Association of Colleges and Secondary Schools.[9]
7. The annual per pupil expenditures for educational purposes should not vary greatly between the schools. (This was considered to be an indication of the community's ability to pay for a good school library program.)
8. Each school must have a full-time librarian and not more than one librarian.

In addition to establishing these parameters for the schools in the study, the librarians within each school also needed to have certain characteristics.

1. Each should have some teaching experience.
2. Four of the librarians should have Master's degrees in library science, and four should have 16 semester hours or less in library science.
3. Four of the librarians should have been in their present positions for five or more years, and four should have been in their present positions three or less years.

Some characteristics of the high school library (i.e. size of collection, budget for books and materials, number of seats in the library, etc.) were not included as a basis for selection of the schools in the study. These characteristics were considered to be a reflection of the librarian's ability to develop a good school library program.

After these specified characteristics were decided upon, it was necessary to find information about all the high schools in Illinois in order to select eight schools which would fall within these limits. All the needed information was not readily available from any one source. Information about location of the schools, grade levels, student enrollment, number of teachers, state recognition, and regional accreditation was obtained from the Office of the State Superintendent of Public Instruction. The Office of School-University Relations of the Bureau of Educational Research of the University of Illinois was able to supply information concerning the annual per pupil expenditure for educational purposes of each school. The Office of the Illinois State Chairman of the North Central Association of Colleges and Secondary Schools supplied more current information about the items obtained from the first source, and also provided the librarian's name, whether or not the librarian was full-time or part-time, and the number of semester hours of library science credit of the librarian. This was just the number of hours, and did not indicate whether or not the programs of study had culminated in a Master's degree.

The investigator began with 650 high schools in Illinois which were recognized by the Office of the State Superintendent of Public Instruction. As further information was collected, schools were eliminated in the following manner:

109 schools were dropped because they did not have North Central accreditation.

117 schools were dropped because they had enrollments of less than 200 students.

86 schools were dropped because they had enrollments of over 750 students.

9 schools were dropped because they were organized on the basis of grades 10-12.

3 laboratory schools connected with the state universities were eliminated.

93 schools were dropped because they were located in districts with more than one high school.

98 schools were dropped because they had only a part-time librarian.

38 schools were dropped for miscellaneous reasons: inadequate information about the characteristics desired; the annual per pupil expenditure for educational purposes was extremely low or extremely high; the pupil/teacher ratio was too high; or the school had two librarians, each of them part-time.

After this process of elimination 97 schools remained, all having the necessary characteristics desired for the study. However, the information available about the librarians in these schools was not adequate to make a final selection. Since there was no known source of the information needed about the librarians, it was necessary to send questionnaires to the librarians in these schools. A questionnaire was designed, pretested and in April, 1968, sent to the librarians of the 97 schools. (See Appendix A) It provided the following information:

1. All formal education beyond the high school level for each librarian.
2. All working experience of each librarian.
3. The amount of paid clerical assistance in each library.
4. Whether or not the librarian was currently taking courses in library science.

5. Whether or not the librarian was a part-time librarian in the school.
6. Whether or not the librarian was responsible for any other school libraries in the district.
7. Whether or not the librarian expected to be in the same position during the next school year.

Seventy-eight replies were received to this questionnaire. Two of the replies were not usable. Nineteen of the librarians who replied were retiring or changing positions at the end of the school year. Fourteen of the librarians had more than 16 semester hours of library science but less than a Master's degree. Sixteen of the librarians were eliminated because they were responsible for other libraries in the district or because they were part-time librarians.

As a result of this long process of elimination there were sixteen eligible librarians with undergraduate minors or less in library science and eleven eligible librarians with Master's degrees in library science. Of this number, twelve in one group and seven in the other could be fairly well matched on the factors which were considered desirable for this study. The eight librarians chosen for this study were from these schools. The main criteria for the selection was the ability to match the schools into pairs with the major variables limited to the amount of formal library education and of library experience of the school librarian. The schools not selected were held in reserve in case a substitution was needed later.

Variables Between Schools

Based upon the information obtained for each of the schools and their librarians, the eight schools chosen for this study all had the following characteristics:

1. Each school included grades 9-12.
2. Each school was recognized by the Illinois Office of the Superintendent of Public Instruction.
3. Each school was accredited by the North Central Association of Colleges and Secondary Schools.
4. In each school the annual per pupil expenditure for educational purposes fell within the range of $500-$649.
5. Each school had a full-time librarian.
6. All of the librarians had some teaching experience.

The schools varied on the following characteristics:

1. The amount of formal library education of the librarians.
2. The length of time the librarians had been at the school.
3. Student enrollment.
4. Pupil/teacher ratio.

To control the variables which did exist between the schools, the schools were matched in pairs as shown in Table 5. While the enrollment of the schools varied from 215 students to 699 students, the greatest variation within any pair of schools was 141 students. Likewise, the pupil/teacher ratio for all eight schools varied from 13.4 pupils per teacher to 20.7 pupils, but the largest variation within any pair was 3.15 pupils. The greatest variation within each pair of schools was the amount of formal library education of the librarian. There was only slight variation

TABLE 5

VARIABLES BETWEEN SCHOOLS BASED UPON SELECTION DATA

Pairs of Schools	A		B		C		D	
Schools	A1	A2	B1	B2	C1	C2	D1	D2
Enrollment	699	567	440	375	411	552	313	215
Pupil/teacher ratio	18.6	17.6	15.1	13.4	20.7	17.25	14.7	16.8
Librarians with Master's degrees	X		X		X		X	
Librarians with 16 semester hours or less in library science		X		X		X		X
Number of years in present position	10	8	5	5	2 1/2	2	1 1/2	2

within each pair as to the number of years the librarians have been in their present positions.

Method of Collecting Data

In November, 1965 the Office of School-University Relations of the Bureau of Educational Research, of the University of Illinois contacted the eight schools selected and requested permission to use each of them in the study. The request from the Office of School-University Relations was accompanied by a letter from the investigator stating the general purpose of the study, and indicating the amount of time that would be required on the part of teachers, students, and the librarian in each school. The administrators and librarians of all eight schools agreed to participate in the study.

Shortly after the beginning of the second semester of the 1967/68 school year, each of the librarians in the eight schools was asked to keep a daily record of activities throughout the school day for a period of one week. A number of copies of the form (See Appendix B) to be used for this purpose were included along with a cover letter explaining the information wanted and the procedure to be followed. At the end of the week, each librarian returned the record to the investigator. All the librarians kept this record during the third or fourth week of the second semester. This avoided the rush of activities coming at the beginning of the semester, as well as the periods of heavy use caused by students writing term papers later in the semester.

The next step was to send each librarian the checklist of reader services (See Appendix C) along with the cover letter explaining the procedure to be followed. The letter stressed that information was wanted only on those services which were a part of the school library program. A service was not to be checked if it existed in the school but was not a part of the school library program. These lists were returned to the investigator as soon as they were completed.

It was not until the first two steps were finished that the visits to the schools were arranged. It was necessary to avoid spring vacation periods, "snow-days," the week of the state high school basketball tournament, and periods of heavy library use such as just before term papers were due or just before final examinations. All of the schools were visited between March 1, 1968 and May 10, 1968.

The visit to each school followed the same pattern. Before each visit it was necessary to analyze in detail the daily record of activities and the checklist returned by the librarian. This was done in order to spot discrepancies between the information in the record of activities and in the checklist, to note items which needed clarification or about which more detail was wanted, and to formulate questions to be asked of the librarian and teachers. Also, the checklist returned by the librarian was used to prepare a similar list for each teacher in the school. Included on this list were the services which the librarian had checked as being a part of the school library program. This second list was then attached to the short questionnaire concerning the teacher's general library use. (See Appendix D) Questionnaires to be filled out by the students were mimeographed. These preparations for the visit to each school took from two to three days.

Three days were then spent in each school observing teacher and student use of the library; interviewing the librarian, teachers, and the administration; and distributing and collecting questionnaires. On the first day the investigator drove from the Urbana campus of the University of Illinois to the school, arriving at approximately 9 AM. This day was used to ask the librarian any questions which had arisen from the materials already completed and returned to the investigator. Questionnaires were distributed to the teachers; as many of the teachers as possible were contacted personally by the investigator, and the checklist and questionnaire were explained. In the smaller schools it was possible to see all the teachers personally. In the larger schools a brief note of explanation was placed on the questionnaire and it was put in the mailbox of those teachers who were not seen personally. The entire school staff in each school had been forewarned of the visit and its purpose, so these questionnaires were not unexpected. Any time which was left during this first day was used to observe library use.

On the second day the investigator arrived at the school before the library opened. Opening time of the libraries varied from 7:30 AM to 8:15 AM. All during this day, brief one-page questionnaires (See Appendix E) were given to all students using the library. These questionnaires provided information concerning why a student was using the library at that particular time, what he did during that visit to the library, and what materials were used. Since a majority of the students came into the library for an entire class period, the questionnaires could be distributed at the beginning of each period and collected at the end of the period. Only a few students came into the library after class periods started and it was no problem to catch these. As a check against the student responses on the questionnaire, the investigator observed and recorded student library use throughout the second day.

At some point during the second day, the questionnaire on general student library use (See Appendix F) was distributed to a 12% sample of the student body. The investigator found that it was easiest to do this in a large study hall in which all grade levels were represented. The questionnaires were distributed randomly by the investigator to the students in the study hall. The purpose of this questionnaire was to obtain information concerning general use of the library by students as well as to reach students who did not use the library during the investigator's visit.

The third day of the visiting period was again spent on observation and interviews. The librarian was asked questions concerning any of the services, which had arisen during the previous two days of observation. More interviews with the teachers were held; these interviews with the teachers took place throughout the three day visit. Since teachers did not remain at the school after classes at the end of the day in any of the schools, their interviews had to be conducted during the school day. Most were done informally during lunch periods, teachers' coffee breaks, and their free periods for class preparation. This worked very well and often resulted in the investigator being able to talk with several teachers at the same time. On the third day, many of the interviews with the teachers concerned questions about their completed questionnaires which had been returned. As many as possible of the completed questionnaires of the teachers were collected on the third day and arrangements were made with the other teachers to return their questionnaires to the investigator by mail.

Finally on the last day, data which had been collected on the characteristics of the schools were validated and up-dated from the records of the school. At this time interviews were held with the school administrator (principal and/or superintendent) to ascertain their attitude toward the library program, and any future plans which they might have for the school library.

At the end of the third day the investigator returned to the Urbana campus of the University of Illinois. The evenings during the visiting period and several days following each visit were spent in going over notes made during interviews and observation periods to insure that they were clear and complete.

FOOTNOTES--CHAPTER II

[1] American Association of School Libraries. *Standards for School Library Programs*. Chicago, American Library Association, 1960.

[2] North Central Association of Colleges and Secondary Schools. *Policies and Criteria for Approval of Secondary Schools*. Chicago, North Central Association, 1968, p. 18.

[3] *The Evaluative Criteria*. 1960 ed. Washington, D. C., National Study of Secondary School Evaluation, 1960, pp. 257-272.

[4] National Education Association, Research Division. *The Secondary-School Teacher and Library Services*. Research Monograph 1958-M1. Washington, D. C., National Education Association, 1958.

[5] Jones, Milbrey L. "Socio-Economic Factors of Library Service to Students." Unpublished Ph.D. dissertation, Graduate School of Rutgers-The State University, 1963.

[6] Taylor, Kenneth I. "Instructional Materials Centers and Programs," *North Central Association Quarterly*, 40:214-221, Fall, 1965.

[7] Chisholm, Robert L. "How to Evaluate a Good Library and Program," *American School Board Journal*, 41:24-25, Nov., 1965.

[8] Gaver, Mary V. and Jones, Milbrey L. "Secondary Library Services: a Search for Essentials," *Teachers College Record*, 68:200-10, Dec., 1966.

[9] "Proceedings of the Commission on Secondary Schools," *North Central Association Quarterly*, 42:160, Summer, 1968.

CHAPTER III

FINDINGS ON THE CHARACTERISTICS OF THE COMMUNITIES, SCHOOLS, LIBRARIES, AND LIBRARIANS

This chapter will consider the characteristics of the communities, schools, libraries and librarians which could have influenced the development of reader services in the high school library programs. Special emphasis will be on the variations in the curricula of the schools, and in the characteristics of the libraries: expenditures, size of the collections, and the historical background of each library. In addition, the educational backgrounds and past working experiences of each librarian will be explored in detail.

Characteristics of the Communities

All eight schools were located in Illinois within a 150 mile radius of the Urbana campus of the University of Illinois. Two of the eight schools were located in each of the four major compass directions from the university campus. The two schools which were located in communities to the north were 30 miles and 116 miles from the campus, those to the east were 15 miles and 49 miles from the campus, those to the south were 78 miles and 80 miles from the campus, while those to the west were 90 miles and 102 miles from the campus area.

No two schools were within the same county. While this was not one of the characteristics used for selection of the schools for this study, it was a fortunate happenstance. It reduced the possibility of any cooperation between the librarians or of any discussion of the study by the librarians involved. It also limited the influence of strong library support from a county school superintendent's office to more than one school in the study.

All the schools were located in communities in which agriculture was the predominant industry. Only in the larger communities was there any manufacturing industry. This was in the form of small industries either oriented to agriculture or to the building trades. Table 6 shows the general characteristics of the school districts in which the schools were located. The figures given in the table for the population of the communities are for the towns in which the schools were located. These figures are not for the total population within each district; this information was not available.

There was some variation in the type of school district organization in which each of the high schools existed. Four of the high schools (A1, B1, B2, and C2) were a part of Community Unit Districts which were organized on the basis of grades K-12. School D2 was in a Community Consolidated District which was organized on the basis of grades 1-12. Two of the high schools (A2 and C1) were in Township Districts organized on the basis of grades 9-12. School D1 was in a Community High School District organized on the basis of grades 9-12. However, all the high schools in the study were organized around grade levels 9-12, and each was the only high school within the school district.

Characteristics of the Schools

General

Since all the schools were located in rural communities, two-thirds or more of the student enrollment in each school were transported by bus

TABLE 6

CHARACTERISTICS OF THE SCHOOL DISTRICTS

Schools	Size of district in square miles	Population of community in which the school is located	Assessed valuation of district	Educational tax rate of district	Total enrollment of district	Grade levels of district
A1	127.71	8,557	$36,988,209	$1.2320	2,478	K-12
A2	96	1,808	22,149,245	1.2140	546	9-12
B1	125.45	4,370	31,400,813	1.0970	1,751	K-12
B2	177.3	2,359	30,670,787	1.3100	1,422	K-12
C1	54	3,544	13,657,413	.7500	408	9-12
C2	142	4,821	31,801,029	1.2500	1,868	K-12
D1	126.44	1,210	32,207,079	.5868	335	9-12
D2	100.20	489	17,969,878	.5931	440	1-12

Sources: Illinois Department of Public Instruction. Annual Statistical Report of the Superintendent of Public Instruction for the Year Ended June 30, 1965. Circular Series A, No. 209. State of Illinois, 1967, pp. 36-409, 410-461.

Illinois Department of Public Instruction. Directory of Illinois Schools 1967-1968. Circular Series A, No. 218. State of Illinois, 1968.

Official Highway Map of Illinois. State of Illinois, 1968.

to the school each day. Also because the schools were located in rural areas, their student bodies were almost totally white. The exception to this pattern was found in school C1, where black students comprised 8% of the student body. Schools B1 and B2 each had one non-white student.

Since the data used as a basis for selecting the schools for the study were previously recorded data, it was necessary to up-date this information to the year in which the study was conducted. Table 7 shows the variation in school characteristics for the year 1967-1968.

A comparison of the characteristics of the schools given in Table 7 with those described in Chapter II, which were used for selecting the schools in the study, shows several changes. The enrollment of the schools remained approximately the same in all except B1 and D2. School B1 had an increase of 24 students or 5.4% of its former enrollment. The enrollment of school D2 decreased by 12 students or 6% of its former student body. However, the greatest variation in enrollments still remained within the same pair of schools, C1 and C2. Based upon the 1967-1968 school characteristics, the range in enrollment for schools A1-D1 was 326-703 students or a difference of 377 pupils. At the same time the range for schools A2-D2 was 203-567 students or a difference of 364 pupils. The average deviation in enrollment for all eight schools was 122 pupils, for the A1-D1 schools it was 113 pupils, and for the A2-D2 schools 137 pupils.

A comparison of the pupil/teacher ratio given in Table 7 with that given in Chapter II shows less variation for the 1967-1968 school year than for the previous year. The largest difference in the earlier year within a pair of schools was 3.15 pupils for each teacher, while

TABLE 7

SCHOOL CHARACTERISTICS FOR THE 1967-1968 SCHOOL YEAR

									Mean for	
	A1	A2	B1	B2	C1	C2	D1	D2	A1-D1	A2-D2
Enrollment	703	567	464	374	413	559	326	203	476	426
No. of teachers	39	30	32	28	24	32	23	15	29	26
Pupil/teacher ratio	17.7	18.1	14.5	13.3	17.2	17.4	14.1	13.9	15.7	15.6
*Annual per pupil expenditures for educational purposes	$478	$650	$501	$598	$514	$555	$789	$770	$570	$643
Teaching responsibilities of the librarian	----	----	----	----	----	----	1 class	1 class		
Paid clerical help in the library	----	----	----	----	----	----	1/2 time ass't.	1/2 time ass't.		

*For the 1966/1967 school year.

Source: Information obtained from school records during the investigator's visits to the schools.

Table 7 shows the greatest variation in pupil/teacher ratio within a pair of schools to be 1.2 pupils. In the 1967-1968 school year the range in the pupil/teacher ratio for the A1-D1 groups of schools was 14.1-17.7 pupils per teacher. This was a difference of 3.6 pupils within the whole group. At the same time the range for the A2-D2 groups of schools was 13.3-18.1 pupils per teacher or a difference of 4.8 pupils. When the average deviation for all of the schools in the study and for each group of schools was calculated these differences were slight. The average deviation for all of the schools was 1.8 pupils per teacher, for the A1-D1 schools 1.6 pupils per teacher, and for the A2-D2 schools 2.1 pupils per teacher.

Table 7 also shows an increased variation in the annual per pupil expenditures for educational purposes. This information is for the 1966-1967 school year. At the time of the investigator's visits to the schools later information was not yet available for the 1967-1968 year. The information on the annual per pupil expenditures, which was used for the selection of the schools for the study, was taken from the records of the Illinois Office of the North Central Association of Colleges and Secondary Schools, for the 1965-1966 school year. At that time the range in annual per pupil expenditures for educational purposes was $499-$650 for the eight schools. This range in expenditures had increased in the following year to $478-$788. Schools D1 and D2 had increased their annual per pupil expenditures above the $650 figure, and school A1 had fallen below $499. This resulted in a larger difference in the annual per pupil expenditure between the schools. In the A1-D1 group of schools the difference was $310.27 per pupil, and in the A2-D2 group the difference was $214.83. In three pairs of schools the difference in per pupil expenditures for educational purposes was less than \$100. However, in pair A1-A2 this difference was \$171.92. These are interesting differences to keep in mind later, when the relationship between annual per pupil library expenditures and the reader services of the library program are considered. The average deviation for all eight schools on this factor was \$95.60, for the A1-D1 schools \$109, and for the A2-D2 schools \$66.80.

The fourth characteristic which changed was that of each school having a full-time librarian. Although all of the schools had a full-time librarian at the time they were selected for and agreed to participate in the study, by the second semester of the school year two of the librarians had been assigned teaching responsibilities. This change was not discovered until after the first part of the study was completed. Due to teacher resignations at the end of the first semester and the inability of the schools to get adequate replacements, each of the librarians was asked to teach one class. The decision was made to retain these two schools in the study, because (1) this situation existed in both schools of a pair, D1 and D2; (2) it existed within the two smallest schools in the study; and (3) each of the librarians involved had been given a half-time, paid, adult, clerical assistant when she was assigned teaching responsibilities.

Curricula of the Schools

All of the schools in the study had the same basic curriculum. As shown by Table 8 the major differences were in the number and type of introductory and advanced courses which each school offered. In some areas of the curriculum the differences were partially ones of nomenclature. Courses such as: Modern History, Contemporary Problems, World

TABLE 8

VARIATIONS IN THE CURRICULA OF THE SCHOOLS

	Schools							
Subjects	A1	A2	B1	B2	C1	C2	D1	D2
English I-III	x	x	x	x	x	x	x	x
English IV		x		x	x	x		x
English literature	x		x				x	
American literature							x	
Rhetoric	x		x					
Advanced developmental English					x			
Remedial reading	x					x		x
Creative writing				x				
Humanities						x		
Social studies				x			x	
Civics	x	x	x		x	x		
World history	x	x	x	x	x	x	x	x
U.S. or American history	x	x	x	x	x	x	x	x
World geography		x	x		x			
World government			x			x		
American government			x			x		
International relations						x		
World problems								x
Contemporary problems						x		
American problems			x					
Sociology		x				x		
Social problems	x							
Economics		x		x		x		
Russia and the Far East				x				
Beginning or general science	x	x	x	x			x	x
Earth science	x			x		x		
Life sciences		x						
Survey biology							x	
Biology	x	x	x	x	x	x	x	x
Advanced biology		x	x	x				
Physical sciences	x					x		
Chemistry	x	x	x	x	x	x	x	x
Physics	x	x	x	x	x	x	x	x
Advanced science				x				x
Psychology				x				
General mathematics	x	x	x	x	x	x	x	x
Practical mathematics	x					x		
Algebra I-II	x	x	x	x	x	x	x	x
Geometry	x	x	x	x	x	x	x	x

TABLE 8 (Continued)

Subjects	Schools A1	A2	B1	B2	C1	C2	D1	D2
Trigonometry		x		x		x		x
Advanced mathematics	x		x		x	x	x	
Latin	x						x	
French	x	x	x	x	x	x	x	x
Spanish		x			x		x	
German							x	
Art	x		x				x	
Speech	x	x	x	x	x	x	x	
Dramatics					x			
Band	x	x	x	x	x	x	x	x
Chorus	x	x	x	x	x	x	x	x
Music appreciation		x						
Personal typing	x					x		
Typing	x	x	x	x	x	x	x	x
Shorthand		x	x	x	x	x	x	x
Stenography	x							
Secretarial practice			x					
Office practice		x	x		x	x	x	x
General business	x	x	x	x	x	x		
Accounting	x	x	x	x	x	x	x	x
Business mathematics	x							
Business English					x		x	
Business law	x						x	
Consumer economics					x		x	
Distributive education	x		x	x		x		
Home economics I-IV	x	x	x	x	x	x	x	x
Industrial arts I-IV	x	x	x	x	x	x	x	x

TABLE 8 (Continued)

Subjects	Schools A1	 A2	 B1	 B2	 C1	 C2	 D1	 D2
Vocational agriculture I-IV	x	x	x	x	x	x	x	x
Physical education	x	x	x	x	x	x	x	x
Driver education	x	x	x	x	x	x	x	x

Problems, International Relations, and American Problems probably had much the same subject content. Differences also were found in the number of different foreign languages offered by the schools. All of the schools offered one foreign language, three schools offered a choice of two languages, and one school offered four languages. Only three schools in the study offered art courses.

Schools A2 and B1 each had a double track English program. One was for the students who planned to terminate their education at the end of high school, and the other for students who planned to continue their education after high school. Also not evident in the table were the courses in biology for slow learners in schools A1 and D2, and the Educable Mentally Handicapped programs at schools B1 and D1.

Characteristics of the Libraries

Table 9 summarizes the information about the libraries in each of the eight schools. However, more detail is needed for an understanding of the differences between the libraries.

Library Expenditures

In each instance the amounts given for "annual library expenditures" and for "annual library expenditures per pupil" refer to monies from the local tax funds only, and do not include any funds from Title II of the Elementary and Secondary Education Act or other non-local sources. It is difficult to compare the libraries on the basis of the annual library expenditures because in each school the amount given was used for different purposes.

In general the items included under library expenditures for all the schools were (a) for the purchase of books, reference materials,

TABLE 9

CHARACTERISTICS OF THE LIBRARIES

Schools	A1	A2	B1	B2	C1	C2	D1	D2	Mean for A1-D1	A2-D2
Annual library expenditures	$2205	$1385	$3474	$2628	$6250	$2516	$3500	$3277	$3857	$2451
Annual library expenditures per pupil	$3.14	$2.46	$7.50	$6.90	$15.25	$4.50	$10.75	$16.15	$9.16	$7.50
Per cent of the total annual per pupil expenditures for instructional purposes	.65%	.37%	1.5%	1.15%	3%	.81%	1.36%	2.1%	1.6%	1.1%
ESEA Title II recipient	Yes	Yes*	Yes	No	Yes	Yes*	No	Yes		
Per cent of the student body able to be seated in the library	10%	7%	16%	9%	7%	12%	34%	37%	17%	16%
Combined library-study hall	No	No	No	No	No	No	Yes	Yes		
Size of the library collection										
Number of volumes	8750	4025	6000	3284	5500	**5500	3000	5581	5812	4598
Number of volumes per pupil	12	7	13	8	13	10	9	27	12	13
Films	--	--	--	--	--	--	6	--		
Filmstrips	348	--	650	390	300	--	--	741		
Records	200	--	100	65	75	--	75	217		
Tapes	148	--	20	--	50	--	--	8		
Slides	200	--	--	--	--	--	--	289		
Transparencies	--	--	--	--	--	--	--	225		
Professional materials										
Volumes	200	--	175	--	200	--	50	50		
Journals	10	--	25	--	--	--	4	--		

*Not all Title II funds were used for materials for the library.

**Estimated number of volumes for the library at school C2.

audiovisual materials, periodical and newspaper subscriptions, professional materials for the teachers, supplies; and (b) for the cost of binding and film rentals. However, there were individual exceptions to this pattern. At school A1 all the items listed above were considered to be library expenditures. Likewise, at school D2 all the items were a part of library expenditures with the exception of professional journal subscriptions for the teachers, which were handled through the various subject departments in the school. At B1 film rentals and the purchase of filmstrips were not included in library expenditures. Also not included in the amount given for this school were funds resulting from special requests by the librarian, for specific materials, beyond the library budget each year. In the 1967-1968 school year special funds were requested and received for a complete set of the Britannica filmstrips. At C1 the library expenditures also included expenses for the librarian to attend professional meetings. In schools A2 and C2 the library expenditures did not include any audiovisual or professional materials. Neither of these libraries had audiovisual materials nor a professional collection in the library.

On the basis of library expenditures schools B2 and D1 could not be compared with the other schools. In both schools instructional materials for classroom collections were considered to be a part of library expenditures. The librarian at school D1 was attempting to eliminate these items from the library budget. At the time of the investigator's visit this move had been partially successful; only half of the cost of materials for classroom collections could be charged against library funds, and any items which were paid for entirely out of library funds became a part of the library's collection. The amount listed for school B2 represented the amount spent for library materials for the entire high school whether or not the materials were to be a part of the library collection or a classroom collection. Since this librarian neither prepared a library budget nor ordered materials for the library collection, there were no records of how much of the amount listed was actually used for purchase of materials for the library.

Not only was it difficult to compare the schools on the basis of their library expenditures, but it was difficult to determine if any of the schools met the standard for annual library expenditures recommended in the 1960 Standards for School Library Programs.[1] Since the Standards recommend the annual expenditure of $4.00-$6.00 per student for printed materials for the library, only schools B1, C1, C2, and D2 could possibly have met this criterion. An itemized breakdown of annual library expenditures would be necessary to compare the schools in detail and to determine whether they measured up to the Standards. The records kept by the schools were not detailed enough to supply this information.

In addition to the library expenditures from local funds, half of the schools (A1, B1, C1 and D2) received materials from funds provided by Title II of the Elementary and Secondary Education Act. In all of these schools the librarian prepared and submitted a list of materials desired under this program. School D2 did not use these funds for any specific type of material or for any special subject area. In school C1 each year the librarian took one subject area of the collection and up-dated and expanded the materials in that area with Title II funds. In school A1 the librarian placed the emphasis upon using the funds to purchase audiovisual materials. The librarian in school B1 used these funds to purchase special reference materials that the library would not otherwise be able to afford.

Title II funds were used for the purchase of materials in schools A2 and C2, but neither of the librarians in these schools prepared or submitted a list of materials to be purchased with these funds. The librarian of A2 advised the school administration on the areas of the collection which needed to be improved; the teachers and administration then prepared the list of materials to be purchased under Title II. In school C2 the librarian had no part at all in developing a list of materials to be purchased with these funds. In both schools some of the materials obtained with these funds went into the classrooms.

In school B2 no Title II funds had been used to purchase materials for the high school library in the 1966/1967 and 1967/1968 school years. The librarian had not submitted a list for the 1968/1969 school year and did not know if the school administration had done so. The school district, in which this high school was located, had received Title II funds for the past few years, and had used them to improve the elementary school library collection.

None of the funds available under the Elementary and Secondary Education Act were used by the district in which school D1 was located.

A discussion of the annual expenditures of each of the libraries would not be complete without mention of income from sale of paperback books and from bookfairs. In schools A1, B1 and C1 paperbacks were sold in the library daily by the student library group. In addition, in Schools A1, B2, C1 and D1 the same student groups sponsored bookfairs.

In schools B2 and D1, which did not have a rack of paperbacks for sale in the library, the profit from the bookfairs was not large. However in the other schools, which sold paperbacks throughout the year and/or had bookfairs, the profit was in the hundreds of dollars each year. In the past these funds had been used for the expenses of the student library group, redecorating the library, new library furniture and equipment, and additional magazine subscriptions.

Another source of materials, which should be mentioned, was the reviewing of books for the Illinois Reading Service by the librarian in school B1. This librarian with the aid of the teachers, students, and the local public librarian reviewed approximately 150 books for the Illinois Reading Service each year. These books then were added to the school library collection.

Size of the Collection

As Table 9 indicates the size of the book collections in the schools ranged from 3000 volumes to 8750 volumes. Using the collection size of 10 volumes per student, recommended by the 1960 Standards for School Library Programs, one sees that schools A2, B2, and D1 fall below the number of volumes recommended.[2] It should be noted that the librarian of school D1 had weeded the library collection the previous semester discarding outdated and irrelevant materials. At the time of the study this librarian was in the process of adding new materials to bring the size of the collection up to that recommended by the 1960 Standards.

The types and number of audiovisual materials in the collections varied a great deal between the libraries. In schools A2 and C2 the library collections contained no audiovisual materials, these libraries were totally print-oriented. Library D1 listed only 75 recordings as a part of the library collection. The year 1967/1968 was the first school year in which the librarian of this particular school was responsible for audiovisual materials; she was still in the process of determining what audiovisual materials were in the school and which of these should become a part of the library collection. At the time of the investigator's visit to the school, the transparencies which had been in the classroom collections were being added to the library collection. The remaining schools (A1, B1, B2, C1 and D2) all had filmstrips and records in their library collections. The libraries of schools A1, B1, C1 and D2 included tapes in their collections, while A1 and D2 also had slides and D2 transparencies. It should be noted that the office of the County Superintendent of Schools in the county in which school D2 was located had a collection of audiovisual materials which could be borrowed by the schools in the county, or which the superintendent's office would reproduce for purchase by the schools. For the most part films were borrowed from film cooperatives or through the regional public library system.

Only schools A1, B1 and C1 had sizable professional collections as a part of the school library. In schools A1 and C1 the collections each consisted of 200 titles (plus 10 journal subscriptions at school A1). In school B1 the collection included 125 professional titles, 50 volumes of recent fiction and non-fiction, plus 25 journal subscriptions. In the libraries of schools D1 and D2 the professional collections were small, 50 monograph titles in each. The collection at school D1 also included 4 journal subscriptions. The professional collection in this school had been started during the 1967/1968 school year. In schools A2, B2 and C2 there was no professional collection of materials housed in the school library.

Physical Facilities

Table 9 also gives some indication of the size of the libraries in the study. One can see from this table that in two of the schools the library was a combined library study hall. Fortunately, here again, this situation existed in two schools (D1 and D2) within a pair. Both of these schools were located in small communities with little public library service. In each case the school administration maintained the library study hall concept to give students as much exposure to library materials as possible. In both instances a teacher was assigned each period of the school day to supervise the study hall function of the library.

The libraries of schools A2, B2 and C1 were housed in small quarters. However, at school C1 the library was situated next to the school's large study hall, and students were allowed to move freely from one to the other all during their study periods. A similar physical arrangement existed at school A2, but in this school there was less freedom of movement between the library and the study hall. The library quarters of school A2 were the smallest of any of the schools in the study. The libraries of schools A1 and B1 were the most spacious and attractive facilities of the entire group of schools.

History and Previous Librarians

This picture of the libraries would not be complete without a brief description of the development of each library and without some information about the previous librarians in each school.

The present librarian at school A1 took that position at the beginning of the 1957/1958 school year. At that time the school was not accredited by the North Central Association of Colleges and Secondary Schools, partially because of the inadequacy of the school library. For the first four years of her tenure the library was a combined library study hall. At the end of this period an addition to the school was built to enable the library to move into enlarged quarters on the first floor of the building directly across from the school's administrative offices. The immediate predecessor to the present librarian was a professionally trained, full-time librarian, who remained in the position for less than a year. Before that time the football coach had been responsible for the school library program.

At school A2 the present librarian assumed the position in the fall of 1960. She was the first full-time librarian employed by the school. Previous to this time the school's librarians had carried half-time teaching loads. Her immediate predecessor had no library training and taught three French classes in addition to her responsibilities for the library program.

The present librarian at school B1 is both the first full-time and professionally trained librarian in that position. He came to the school in the fall of 1963 when a new school building was in the planning stages. His immediate predecessor was a person with no library training who taught four Business Education classes in addition to having the responsibility of the library program.

School B2 has had only two librarians in the school's history. The first one taught history at the high school until she retired at the age of 65. She then assumed the responsibility for the school's library program and remained as librarian until the age of 80, when she was forced to retire because of blindness. She had no library training and was also responsible for the libraries in all the schools throughout the school district. The second and current librarian assumed the position at the beginning of the 1962/1963 school year. She had been an English teacher and head of the English Department at the school from 1924-1962. She plans to retire in another year.

The librarian who participated in the study from school C1 was the first full-time librarian, as well as the first professionaly trained librarian in that position. During her first year, 1965/1966, she was librarian at both the junior and senior high schools in the district. At the beginning of the 1966/1967 school year she was employed as full-time librarian at the high school. Before 1965, a teacher in the school had been in charge of the library.

School C2 had a long history of librarians who stayed in the position for only a short time. The present librarian came to the school in the fall of 1966. Although she is not a professionally trained librarian, she is the first full-time librarian at the school. In 1965/1967 the position was filled by a professionally trained librarian, who also taught English. This person is still on the staff of the school as a full-time teacher. Preceding this librarian was a person who was not professionally trained and who served as librarian for all the schools in the district; she now serves as library coordinator for the district as well as librarian at the junior high school. The frequent changes in personnel of this high school library have resulted in a lack of continuity in its program.

School D1 had a similar history of librarians who have remained at the high school for only short periods of time. The present librarian is the fourth person to serve in the position within a period of four years. She came to the school in February, 1967. The previous librarian had remained in the school for only half of the school year. Before the 1964-1965 school year, teachers had been in charge of the library. From the fall of 1964 all the librarians at the school had been full-time librarians, but only the present librarian had professional library training. Because of the frequent changes in personnel, there was little opportunity to develop a library program.

School D2 had a history of having employed only two school librarians, but here the pattern was somewhat different from the ones found in the other schools. The first librarian to hold this position was a professionally trained librarian, and the present librarian came to the job with only temporary certification. She is taking course work to meet the state certification requirements for school librarians. The first librarian was employed by the school from 1956 to 1966. During the first few years she was a teacher-librarian, teaching history courses in addition to her library responsibilities. It was during her tenure that an addition was built onto the school. This permitted the library to be moved from a small area on the second floor to more spacious quarters directly across from the school's administrative offices on the first floor. It was under her direction that the book collection and audiovisual collection were improved and expanded. According to the school superintendent, the 1960 Standards for School Library Programs[3] and the Standards for School Library Programs in Illinois[4] were her "Bibles." This librarian used the funds available under the various federal titles and grants to develop new services and to build up special collections of materials, to demonstrate to the school administration and to the school board the program improvements which could be made if more funds were available for the library. She left this position to become the librarian at a larger high school.

In addition to coming to a library with a well developed program, the present librarian of school D2 also had available the resources of the County Cooperative Audiovisual Service of the Office of the County Superintendent of Schools. This office loaned audiovisual materials, pictures, and bibliographic tools to school libraries in the county; reproduced audiovisual materials for them; borrowed materials from the Illinois State Library; and held monthly meetings for the school librarians in the county.

From these brief histories of the eight libraries in the study, it can be seen that the majority of the librarians were the first full-time librarians in each of the schools. Also, those who were professionally trained had replaced librarians without Master's degrees in library science. Only the librarian of school D2 had taken over a well developed library program, the remaining librarians were responsible for the program as it existed at the time of the study.

Characteristics of the Librarians in the Study

The librarians did not vary widely on general characteristics. All were women except one, all were married except one, and all fell within the range of middle-age except two librarians. The ages of the librarians in the study were 27, 43, 48, 49, 50, 51, 52, and 64. The two youngest librarians were found in schools which were matched together as a pair. Tables 10-12 give the differences in the educational backgrounds and the working experiences of the librarians in the study.

Educational Background of the Librarians

Table 10 gives the variables in the educational backgrounds of the librarians in the study. One must remember that the librarians of schools A1-D1 are those with Master's degrees in library science, while those of schools A2-D2 have the equivalent of an undergraduate minor or less in library science. It should be noted that, while the librarian at school A2 does not have a Master's degree in library science, she has a Master's degree in English. The librarian of school C1 has Master's degrees both in library science and in education. Five of the librarians attended institutions in Illinois for their undergraduate work; four of these attended one of the Illinois state universities. These librarians relied heavily upon universities within Illinois, for course work beyond the bachelor's degree which did not lead to an advanced degree. For the most part this work consisted of library science courses taken during the summers or by extension. The major reason for taking these courses was to meet the state certification requirements for school librarians. Two of the librarians with Master's degrees in library science attended an Illinois school and the other two attended schools outside of the state.

Table 11 shows the variation in the library science courses taken by the librarians. Where two courses in the same subject are listed, one was an introductory or core course and the other an advanced course. Undoubtedly there is overlapping of subject content in some of the

TABLE 10

EDUCATIONAL BACKGROUND OF THE EIGHT LIBRARIANS

Schools	A1	A2	B1	B2	C1	C2	D1	D2
A.								
Undergraduate Degree	Bachelor of Education	B.A.	Bachelor of Education	Ph.B.	B.A.	Bachelor of Education	Bachelor of Education	B.A.
Date of Degree	1940	1939	1949	1924	1938	1941	1963	1948
Major Field of Study	Social Studies	English and History	History	English Lit.	Social Studies	Latin and English	English	Geography
Institution	Southern Illinois Univ.	Transylvania Univ.	Southern Illinois Univ.	Univ. of Chicago	Washington Univ.	Eastern Illinois Univ.	Southern Illinois Univ.	Univ. of Iowa
B.								
Course Work Beyond B.A. Not Leading to a Degree	15 sem. hrs.	28 sem. hrs.	8 sem. hrs.	15-2/3 sem. hrs.	6 sem. hrs.	5-2/3 sem. hrs.		27 sem. hrs.
Type of Classes	Summers	Summers	Regular School Year	Extension (6 hrs.) Correspondence (9-2/3hrs)	Extension	Extension (2-2/3hrs) Correspondence (3 hrs.)		Regular School Year (18 hrs) Extension (9 hrs)
Subject Areas	Library Science	Library Science (12 hrs) Education (16 hrs)	Library Science	Library Science	Library Science	Library Science		Library Science (9 hrs) Education (18 hrs)

TABLE 10 (Continued)

Schools	A1	A2	B1	B2	C1	C2	D1	D2
Institutions	Southern Illinois Univ. Univ. of Chicago	Illinois State Univ. Univ. of Illinois	Univ. of Southern Calif.	Univ. of Utah Illinois State Univ. Univ. of Illinois	Univ. of Illinois	Eastern Illinois Univ. Univ. of Missouri		Iowa State Teachers College Northern Illinois Univ.
C. Advanced Degrees	M.A. in Library Science Indiana State Univ. 1962	M.A. in English Illinois State Univ. 1960	M.S. in Library Science Univ. of Illinois 1959		M.A. in Education Washington Univ. 1944 M.S. in Library Science Univ. of Kentucky 1962		M.S. in Library Science Univ. of Illinois 1966	

TABLE 11

LIBRARY SCIENCE COURSES TAKEN BY THE EIGHT LIBRARIANS

Schools	A1	A2	B1	B2	C1	C2	D1	D2
Introduction to Librarianship						1*		1
Library Administration	1	1	1	1	1		2	
School Library Administration	1		1		1			
Reference	2	1	2	1	1		1	1
--Social studies							1	
--Sciences							1	
Cataloging and Classification	2	1	2	1	2	1	2	1
Book Selection	1	1	1				1	
Book Selection for School Libraries	1							
Library Materials for Adolescents		1*	1		1			
Library Materials for Children			1		1			
Instructional Materials				1				
Audiovisual Materials	1	1*			1	1*	1*	
Non-Book Materials					1			
History of Children's Literature			1					
Reading Guidance for Adolescents				1				
Reading Problems					1			
Research in Reading			1					
History of Books and Printing			1					
Gov't. Publications							1	
Physical Problems of Libraries							1	
Communications							1	
Current Trends in Librarianship					1			
Research Methods	1				1			

*Taken as Courses in Education.

TABLE 12

PAST EXPERIENCE OF THE EIGHT LIBRARIANS

Schools	A1	A2	B1	B2	C1	C2	D1	D2
Teaching experience:								
Elementary	5 yrs.			2 yrs.				
Secondary	3 yrs.	3 yrs.	14 yrs.	28 yrs.	18 yrs.	2 yrs.	2 yrs.	2 1/2 yrs.
Subjects taught	Social Studies	English	English	English	Social Studies	English and Latin	English	Bus. Education
College		2 yrs.			2 yrs.			
Subjects taught		English and Ass't. to Librarian			Childrens' Literature			
Substitute teaching								5 yrs.
Other experience:								
Social case worker		9 yrs.						
Military service			5 yrs.					
Illinois State Library					1 yr.			
Chemical technician						3 yrs.		
Secretary								2 yrs.
Office work		3 yrs.						

courses listed (e.g., Book Selection for Elementary and Secondary Schools, Library Materials for Adolescents, Library Materials for Children, and Instructional Materials; or Reading Guidance for Adolescents, and Reading Problems).

Not all of the librarians with Master's degrees took course work which specifically prepared them for school library positions. The librarian of school D1 had a more general library preparation than the others; the only course which could be considered as specific preparation for school librarianship was the one in audiovisual materials. This was taken in her undergraduate work and was a course designed for teachers. The courses designated by asterisks in the table were taken in a department or College of Education. These courses can be used to meet Illinois certification requirements for school librarians. Table 11 does not list the courses outside of the library field which were taken to meet the requirements for the Master's degree (e.g., Guidance and Curriculum Development).

One of the questions asked of the librarians concerned which courses in library science had been most useful to them in their work. The course chosen by each librarian as most useful also reflected the strengths of his particular school library program.

The librarian of school A1 listed as most useful to her the course in guidance taken for her advanced degree in library science. This was a course titled "Personality Adjustment of Adolescents" for which she did a research project on motivating slow, average, and accelerated readers. In her present position she works closely with the teachers, particularly those teaching the slow or accelerated classes, helping them to develop reading lists and to select materials to use with the students. She considered her work in library administration and cataloging as next in importance to her.

In school B1, the librarian believed his courses in "Reference" and in "Research in Reading" to be the most useful to him in his work. This librarian did more individual reading guidance than any of the other librarians in the study. The entire library program was organized around the functions of reading, reference and research. It should be explained that these functions included viewing of filmstrips and listening to tapes and records. Students were not allowed to bring their textbooks to the library or to use it just for study purposes (study halls were available to them).

The librarian of school B2 listed her course in reading guidance as most useful to her. While this was a strong service in this library program, it did not compare with the two programs discussed above. This will be shown later in the chapter on reader services.

The courses in "Audiovisual Materials" and "Non-Book Materials" taken by the librarian of school C1 were the courses which she considered to be most useful. While other librarians in the study used audiovisual materials, this was the only library program where the emphasis was upon multi-media use of materials.

The answer of the librarian of school D1 to the question concerning her most useful library science courses was the courses in "Library Administration" and "Cataloging." One must remember that she had been in this position for a shorter time than the other librarians in the study and was still involved in administrative decisions in developing the library program. Also because she was incorporating all classroom collections of both print and non-print materials into the library collection, cataloging was important to her. Finally, because of the small size of the collection, she was making analytics for all collected works in the collection to increase the accessibility of materials.

The librarian of school C2 considered her course work in "Cataloging" to be most useful to her. This librarian had only temporary certification as a school librarian. She was taking courses for certification. Cataloging was the most recent course which she had taken.

The librarians of school A2 and D2 could not choose any library science courses which were useful to them as school librarians. The librarian of school A2 had a somewhat negative reaction to her course work--to quote her "What I know is what I have learned on the job or from the librarian at the (local) college." At school D2, the librarian still had only temporary certification as a school librarian and had taken only three courses in library science. She described these as "skill courses," which were necessary but not as useful to her as she believed her future courses would be.

If the library science course work chosen by each librarian as most useful was a general indication of the strengths of each library program, the additional course work each librarian would like to take was an indication of the future plans each had for his library program. The librarian of school A1 wanted more course work in curriculum development or curriculum planning. She wanted to be able to work more with the teachers and to bring about more teacher involvement in the library program. In schools B1, B2, and C1 the librarians wanted to have more knowledge of audiovisual materials. Although the librarians at schools B1 and C1 expressed the need for improved backgrounds in audiovisual materials, their concern was like that of the librarian of school A1, in that they wanted to assist teachers in using a multi-media approach in their teaching. Though the librarian of school C1 had more courses in audiovisual materials than any of the other librarians in the study, she wanted still more.

The librarians at both schools D1 and D2 expressed a need for course work which would cover library materials for young adults, including the selection of materials for and the using of materials with young adults. The librarian of school D2 believed her greatest inadequacy was her inability to provide reading guidance for students. Along with more work in materials for young adults, the librarian of school D1 wanted course work in reading to enable her to understand the needs and problems of the young adult reader. The librarian of school A2 also expressed a need for more courses which would enable her to provide more reading guidance to students. However, she believed that more work in American and English Literature would provide her with a better background than courses in the area of library materials for young adults.

The librarian of school C2 could pick no one area of course work which would help her to improve the library program. However, she listed three areas which she believed would be of prime importance to her, reference, materials for young adults, and advanced work in cataloging.

Information about the participation of the librarians in continuing education programs produced an interesting pattern. For the librarians with Master's degrees in library science, the only type of participation was attendance at professional library association meetings. Two of the librarians without Master's degrees were very active in continuing education programs, namely the two who had only temporary certification as school librarians. Although the library of school C2 did not include audiovisual materials, the librarian was given time off by the school administration to attend the monthly meetings of the Audiovisual Roundtable sponsored by Eastern Illinois University and Lakeland Junior College. This librarian also had attended a short course on book selection at Illinois State University and a series of regional seminars on school libraries. The librarian of school D2 attended the monthly meetings of school librarians sponsored by the County Superintendent of Schools. She also was given time off by the school administration to visit and to observe the programs of other school libraries.

School B2 required its staff periodically to take additional course work. Although the librarian had done this, it had all been in areas outside the library field. She had taken courses on Toynbee's _Study of History_, Illinois history, and watercolor painting. The librarian of school A2 had not participated in any form of continuing education.

Past Working Experience of the Librarians

Table 12 gives information about the past working experience of the librarians in the study. Although the entire group had varied work experiences, each had some experience as a teacher at the secondary school level. In addition, two of the librarians had teaching experience at the elementary school level, and two had teaching experience at the college level. The librarian of school B1 also taught a class in the district's evening program for adults.

The Librarians' Participation in the Total School Program

One form of participation in the school program was serving on the various faculty committees. Three librarians from the A1-D1 schools served on such committees. They were:

School A1--Committee of the Program for the Gifted

School B1--Student Handbook Committee
North Central Association Steering Committee

School D1--Committee to Explore a New Insurance Program for the Teachers
Teachers' Salary Committee

While the librarian of school C1 did not serve on a school committee, this school differed from the other schools in the study, in that it had no faculty committees. None of the librarians from the A2-D2 schools served on a faculty committee.

Another form of participation in the total school program was serving as advisors to non-library student groups. The librarian of school A2 was the advisor to the student yearbook staff, and had served in this capacity for six years; during certain periods of the year this consumed all of her time. At school D1 the librarian was the sponsor of the sophomore class for the 1967/1968 school year; this required her presence only at class meetings.

The Librarians' Participation in Professional Organizations

Table 13 shows the membership which these librarians held in professional organizations. All the librarians except one were members of both professional library and educational organizations. This one exception was the youngest librarian in the study, who had been in both the teaching and library professions for shorter periods of time than the other persons in the study. Only two of the librarians belonged to

TABLE 13

THE LIBRARIANS' MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Schools	A1	A2	B1	B2	C1	C2	D1	D2
American Library Association					x*			x
American Association of School Librarians					x*			x
Illinois Library Association	x*	x	x*	x	x*	x		x
Illinois Association of School Librarians	x*		x*	x*	x*	x		x
National Education Association			x*	x		x		x
Illinois Education Association	x*	x*	x*	x*	x	x		x
County or School District Education Association				x*		x*		

*Attended meetings of these organizations.

national library organizations, while four belonged to national educational organizations. The librarian of school D2 belonged to more professional organizations than did any of the other librarians in the study; she did not participate actively in any of these groups, but maintained her memberships for the professional literature which she received. Although the librarian of school A2 was a member of the state library organization, this membership was instigated and paid for by the school superintendent. He believed that the librarian should have some contact with professional library groups, but she did not take part in any of the activities of this group.

The librarians of schools A1 and B1 took a more active part in professional library organizations than did any of the other librarians in the study. The librarian of school A1 was a member of the standards committee of the Illinois Association of School Librarians, while the librarian of school B1 worked with the Illinois Association of Student Librarians. The librarian of school C1 was the only person in the study who attended meetings of the American Library Association.

Summary

Of the characteristics of the schools, libraries, and librarians discussed in this chapter the major differences were found in (1) the school enrollments, (2) the annual per pupil expenditures for instructional purposes, (3) the annual per pupil library expenditures, (4) the size of the library collections, (5) the amounts of library education of the librarians, and (6) the number of years the librarians had been in their present positions. The latter two differences on the characteristics of the librarians were the variables which were desired for the study. Of the four remaining differences, enough information was available on only three to determine accurately the differences between the schools. In some of the schools the funds for the annual per pupil library expenditures included the cost of materials for classroom collections, as well as materials for the library. Also, some of the schools used funds from the sale of paperback books, bookfairs, Title II of the Elementary and Secondary Education Act, and other sources to purchase materials for the library. Since the development of the library collection, like the development of reader services, might be related to the amount of formal library education of the librarian, the size of the library collection was not used as a variable for comparing the libraries of the schools. Although the schools were matched into pairs to minimize the variables which existed, in addition to those desired for the study, the differences in the school enrollments and the annual per pupil expenditures for instructional purposes were considered to be large enough to require comparison of the development of reader services in the library program on these factors.

FOOTNOTES--CHAPTER III

[1] American Association of School Libraries. Standards for School Library Programs. Chicago, American Library Association, 1960, pp. 24-25.

[2] Ibid.

[3] American Association of School Librarians. Standards for School Library Programs.

[4] Illinois Association of School Librarians. Standards for School Library Programs in Illinois, a Plan for Implementation in Three Phases. Springfield, Illinois, Office of the Superintendent of Public Instruction, 1965.

CHAPTER IV

ANALYSIS OF THE LIBRARIANS' ACTIVITIES DURING THE SAMPLE ONE WEEK PERIOD

The first original data collected for this study were secured by asking each librarian to keep a record of daily activities for a one-week period. As was indicated in Chapter II, this was done in order to determine how much time each librarian spent performing reader services during a sample week. The librarians were asked to do this part of the study first, so that any forms used at a later date or interviews by the investigator would in no way influence their responses to the daily record.

All of the librarians kept these records during the third week of the spring semester of the 1967/1968 school year. This particular week was considered to be more typical than earlier or later weeks. It avoided the rush of the beginning of the semester activities, of heavy use by students writing term papers, and of the end of the semester or school year activities. Besides keeping the record of daily activities, each librarian was asked to estimate how frequently each of the tasks was performed. This served as an indication of the number of activities listed which would not be included in a typical week.

At the end of the week the records were sent to the investigator for analysis. This consisted of classifying the tasks performed into broad categories and totaling the amount of time spent on the tasks in each category. The final analysis of tasks could not be finished at this time. Some of the activities which were listed had to be explained at the time of the investigator's visits to the schools.

Tables 14-20a-d report the activities included under each category and the amount of time each librarian spent on a particular activity during the sample week. Also, the estimated frequency of performance of each activity is given. The amount of time listed for each activity is the total time spent for the entire week on that activity. It is not the amount of time spent during one day.

Administrative Activities

Table 14 lists all the activities which could be classified as administrative duties of the librarians. Most of these activities are self-explanatory, however a few need further explanation. Since all the librarians relied entirely upon student help, except those of schools D1 and D2, "supervising of personnel" refers to the time spent in supervising student assistants. The item, "Errands to the school office--for administrative details," was time that the librarians spent with the school principals discussing problems and new policies or procedures. The table shows that "Settling problems with students--Overdue books" was an activity performed rather frequently by the librarians of schools A1 and B1; in the one week period they spent 45-50 minutes on it. Both of these librarians talked to individual students who had materials overdue, to determine if they were still using the materials or if they had forgotten to return them. "Errands about the building" for the librarian of school D2 involved checking with teachers about audiovisual materials or equipment, which they wanted to use, or

TABLE 14

AMOUNT OF TIME SPENT ON ADMINISTRATIVE ACTIVITIES

Activities	A1			A2			B1			B2			C1			C2			D1			D2		
	*H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
Supervising personnel																								
Instructing	1		**D	1	25	D		30	D	1	15	D	1	15	D		55	D	1	55	D	1	15	D
Scheduling		15	M																					
Organizing work for assistants to do		35	D					40	D															
Work at desk or in office																								
Correspondence					10	W		10	W		30	W					20	M					10	BW
Sorting mail								30	D				1		D		30	D	1		D	1		W
Reading mail	1		D								25	D										1	55	D
Filing letters, etc.											30	W										1	20	W
Errands to the school office																								
To discuss the library budget with the principal																				30	W			
To check invoices for book orders					30	TW																		
For administrative details		25	BW		30	M					10	W					25	BW					15	TW
To turn in fine money		10	W		10	W																		
Settling student problems																								
Overdue books		50	D					45	TW															
Fines																	5	D						
Lost books					10	BW											5	M		10	W			
Checking and ordering supplies																							45	S

TABLE 14 (Continued)

Activities	A1			A2			B1			B2			C1			C2			D1			D2		
	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
Errands about the building																	40	D					20	W
Receiving and installing new equipment																				45	S			
Writing new library procedures																1	10	Y						
Faculty meetings					40	M								20	BW									
Assemblies							1		BW				1	5	BW									
Pep assembly											20	W												
Totals for the week	4	15		3	35		3	35		3	10		3	40		4	20		4	20		6	50	

*H-Hours, M-Minutes, F-Estimated frequency of performing the activity.
**D-Daily, TW-Twice Weekly, W-Weekly, BW-Biweekly, M-Monthly, TS-Twice a Semester, S-Once a Semester, Y-Yearly.

TABLE 15

AMOUNT OF TIME SPENT ON TECHNICAL SERVICES

Services	A1			A2			B1			B2			C1			C2			D1			D2		
	*H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
Selecting new materials																						2	40	Y
Reading book reviews		30	W**																					
Checking lists																1		M						
Bibliographic information about materials for teachers										2	35	Y												
Ordering new materials				1	15	Y		55	BW		40	Y				2	55	M		40	BW	1	50	BW
Receipt of new materials																			2	30	BW		25	BW
Cataloging and classifying materials	4	15	BW	4	30	D		35	W	1	50	W	2	5	BW		25	W	1	30	W	4	50	TW
Accessioning				1	35	BW				1	10	BW					5	W						
Revising catalog card filing					10	TW		30	BW														50	TW
Talking with book salesman								10	TS					20	S									
Weeding collection		35	Y				1	15	S											25	M			
Putting materials on reserve								10	W															
Filing book and Audiovisual catalogs														45	M		15	W		15	W			
Working with vertical file materials		50	D										5	15	W									
Periodicals																								
Checking for renewal																							25	BW
Preparing for bindery							1		Y								15	S						
Checking those that need mending		15	S																					
Revising student typed catalog cards					45	W																		
Totals for week	6	25		8	15		4	35		6	15		8	25		4	55		5	20		11	00	

*H-Hours, M-Minutes, F-Estimated frequency of performing service.

**D-Daily, TW-Twice Weekly, W-Weekly, BW-Biweekly, M-Monthly, TS-Twice a Semester, S-Once a Semester, Y-Yearly.

TABLE 16

AMOUNT OF TIME SPENT ON PROFESSIONAL ACTIVITIES

Activities	A1			A2			B1			B2			C1			C2			D1			D2		
	*H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
Professional reading		45	W**				1		W					25	BW					55	TW	1	5	W
Visits of other librarians					15	S				1		Y												
Totals for the week		45			15		1			1				25						55		1	5	

*H-Hours, M-Minutes, F-Estimated frequency of performing the activity.

**D-Daily, TW-Twice Weekly, W-Weekly, BW-Biweekly, M-Monthly, TS-Twice a Semester, S-Once a Semester, Y-Yearly.

TABLE 17

AMOUNT OF TIME SPENT ON ACTIVITIES RELATED TO TEACHING

Activities	A1			A2			B1			B2			C1			C2			D1			D2		
	*H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
Teaching a class																			5		**D	5	30	D
Supervising a study hall																			3				25	W
Helping students with class assignments				1	15	D				2		D					15	W						
Attendance sign-up							1	10	D															
Lunch count																	30	D						
Check on pupils' work and behavior											50	TW				1	55	D						
Check on students sent back to study hall																	15	TW						
Writing passes for students																	15	D						
Discipline				3	45	D					20	BW				3	15	D						
Working with student groups																								
Prom committee																						1	5	Y
Yearbook sponsor				1	25	D																		
Talking to students about their personal anxieties											30	W												

TABLE 17 (Continued)

Activities	A1			A2			B1			B2			C1			C2			D1			D2		
	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
Reading proposed constitution for local teachers' organization					15																			
Conference with a teacher on the way to teach satire					35																			
Hall duty					75	D																		
Advising the teachers' committee on the pictures the school was purchasing											15	S												
Totals for the week				8	30		1	10		3	55					6	25		8			7		

*H-Hours, M-Minutes, F-Estimated frequency of performing the activity.
**D-Daily, TW-Twice Weekly, W-Weekly, BW-Biweekly, M-Monthly, TS-Twice a Semester, S-Once a Semester, Y-Yearly.

TABLE 18

AMOUNT OF TIME SPENT ON CLERICAL ACTIVITIES

Activities	A1			A2			B1			B2			C1			C2			D1			D2		
	*H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
Duplicating and mimeographing					40	M**											15	S						
Shelving books				1	5	D				1		D				3	5	D						
Shelf reading																	10	W						
Selling p-slips					10	D																		
Putting accession numbers in new books				1	25	M																		
Changing Peanuts' cartoons on bulletin board					25	D																		
Labelling dividers for circulation file					10	Y																		
Working at circulation desk																5		D						
Checking out materials				2		D	1	15	D	1	30	D											50	D
Discharging materials											30	D												
Post office for mail											50	D												
Typing																								
List of V-F materials														45	Y									
Overdue booklist										1		W		25	BW									

TABLE 18 (Continued)

Activities	A1			A2			B1			B2			C1			C2			D1			D2		
	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
List of lost books found in locker check																	10	Y						
Book orders								5	W								15	W						
Catalog cards								10	W	1	25	W		5	TW		5							
Checking in new periodicals								15	W		15	TW					30	D						
Filing																								
Catalog cards				1	35	W				1		W				1	5	BW					15	TW
Shelf list cards																				15	BW			
Circulation charges																1	15	D						
Putting up newspapers		55	D					30	D					50	D	1	10	D						
Replacing plastic book covers																	5	W						
Getting back issues of magazines from storage																1	5	D						
Removing old issues of magazines from racks										1	25	W												
Circulation statistics														15	M									
To office for mail		25	D		25	D					25	D		50	D									
Repairing books											50	D												
Mounting pictures																	30	BW						
Totals for the week	1	20		7	55		2	15		10	10		3	10		14	40			15		1	5	

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*H-Hours, M-Minutes, F-Estimated frequency of performing the activity.

**D-Daily, TW-Twice Weekly, W-Weekly, BW-Biweekly, M-Monthly, TS-Twice a Semester, S-Once a Semester, Y-Yearly.

TABLE 19

AMOUNT OF TIME SPENT IN HOUSEKEEPING ACTIVITIES

Activities	A1			A2			B1			B2			C1			C2			D1			D2		
	*H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
Straightening library																								
Last period of the day		30	D**														50	D						
After school										1	30	D												
Dusting the library											30	W												
Cleaning the library workroom														15	BW									
Straightening back files of magazines in storage				1	15	W																		
Totals for the week		30		1	15					2				15			50							

*H-Hours, M-Minutes, F-Estimated frequency of performing the activity.
**D-Daily, TW-Twice Weekly, W-Weekly, BW-Biweekly, M-Monthly, TS-Twice a Semester, S-Once a Semester, Y-Yearly.

TABLE 20-a

AMOUNT OF TIME SPENT ON READER SERVICES
ACCESSIBILITY AND AVAILABILITY OF SERVICES AND MATERIALS

Services	A1			A2			B1			B2			C1			C2			D1			D2		
	*H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
1. Extended hours of service-Before school							3	45	D**															
4. Placing books on reserve		15	W														30	S		25	W			
12. Scheduling projectionists										1	10	BW		50	TW									
13. Scheduling audiovisual materials and equipment														25	M									
17. Lending reference materials for class use																	15	M						
19. Selling paperback books								30	D					50	D									

*H-Hours, M-Minutes, F-Estimated frequency of performing service.

**D-Daily, TW-Twice Weekly, W-Weekly, BW-Biweekly, M-Monthly, TS-Twice a Semester, S-Once a Semester, Y-Yearly.

TABLE 20-b

AMOUNT OF TIME SPENT ON READER SERVICES
SERVICES TO THE TEACHING STAFF AND ADMINISTRATION

Services	A1			A2			B1			B2			C1			C2			D1			D2		
	*H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
25. Compiling lists of new materials for teachers													1	30	M**									
26. Working with professional collection								20	W															
30. Information for administration on use and needed library improvements		55	Y																	25	S			
31. Consulting with teachers about																								
Library collection	2	40	TS		20	Y														25	BW		15	Y
Library resources for instructional use		55	D				1	10	D				2	40	TW				1	10	W		50	M
32. Locating book indexes for teachers											20	Y												
34. Preparing reading list for teacher																				30	S			
36. Assembling collection of materials for classroom use	1	5	D		40	S		25	D		50	S		30	BW					55	BW		15	M
57. Interlibrary loans										1	35	M							3	5	M			
Visiting with teachers		55	D		40	D	1	45	D	1	55	D											25	W

*H-Hours, M-Minutes, F-Estimated frequency of performing service.

**D-Daily, TW-Twice Weekly, W-Weekly, BW-Biweekly, M-Monthly, TS-Twice a Semester, S-Once a Semester, Y-Yearly.

TABLE 20-c

AMOUNT OF TIME SPENT ON READER SERVICES
SERVICES TO STUDENTS--LIBRARY INSTRUCTION

Services	A1			A2			B1			B2			C1			C2			D1			D2		
	*H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
41. Teaching use of reference books and tools to:																								
Individual students		10	D		5	W	2	25	D**				2		D				2	35	D		50	W
Small groups		45	W																					
Classes		55	BW	1	20	S								20	BW		55	S						
42. Advising students on library tools to use for individual research projects		25	W																					

*H-Hours, M-Minutes, F-Estimated frequency of performing service.
**D-Daily, TW-Twice Weekly, W-Weekly, BW-Biweekly, M-Monthly, TS-Twice a Semester, S-Once a Semester, Y-Yearly.

TABLE 20-d

AMOUNT OF TIME SPENT ON READER SERVICES
SERVICES TO STUDENTS--GUIDANCE IN
SELECTION AND USE OF MATERIALS

Services	A1			A2			B1			B2			C1			C2			D1			D2		
	*H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
43. Group guidance through--																								
Film and filmstrip discussion for teachers		15	W**																					
Bulletin Boards							1		BW															
Conferences with teachers							1	45	TW															
Guidance for special groups							3	20	D															
44. Individual guidance to students through--																								
Assistance in selection of material	5	30	D		30	D	3	20	D		45	D					30	D	2	25	D	1	50	D
Assistance in location of material		30	D		35	D	3	40	D	1	45	D	4	30	D	1	15	TW	1	35	D		25	D
Conferences with guidance counselor		50	M																	30	M			
Recommending materials to be used with students in remedial programs	2	30	M					40	D															
47. Article about library for school newspaper																				20	BW			
48. Article about library for local newspaper											25	BW												

TABLE 20-d (Continued)

Services	A1			A2			B1			B2			C1			C2			D1			D2		
	*H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F	H	M	F
50. Preparation for book-fair		25	S							4	5	Y												
55. Assisting student organizations in using library resources for their projects								30	M														25	Y
56. Working with student librarians' group							1	30	W					15	BW									
57. Working with photographer taking pictures for the school yearbook		25	Y																					
Total amount of time spent on all reader services	19	25		4	10		26	00		9	20		17	30		3	40		14	20		6	15	
Total number of different reader services performed during the sample week		17			7			15			7			12			5			12			8	
Total number of reader services performed monthly or more often		13			4			15			4			12			3			10			6	
Total number of reader services performed twice a semester or more often		4			3			0			3			0			2			2			2	

*H-Hours, M-Minutes, F-Estimated frequency of performing service.

**D-Daily, TW-Twice Weekly, W-Weekly, BW-Biweekly, M-Monthly, TS-Twice a Semester, S-Once a Semester, Y-Yearly.

locating such equipment for them. In school C2 this involved a variety of errands: finding the janitor to replace lost library keys, and taking library attendance sheets to the study hall supervisor, or lunch count records to the school office.

The total amount of time spent on administrative duties during the sample week for the entire group of librarians ranged from 3 hours, 10 minutes to 6 hours, 50 minutes. For the librarians in the A1-D1 schools the range was from 3 hours, 35 minutes to 4 hours, 10 minutes; while in schools A2-D2 the range was from 3 hours, 10 minutes to 6 hours, 50 minutes. With the exception of schools C2 and D2, one-third or more of the time which these librarians spent on administrative duties during the sample week was spent on supervising personnel. The librarian of school D2 spent more time at her desk than did the other librarians. While the librarian of school C2 spent her time on a variety of administrative functions, one-fourth of this time was spent writing new library procedures, not for the student library assistants to follow, but for users of the library in an attempt to cut book losses.

The difference in the amounts of time spent on administrative functions by the two groups of librarians was small. The A1-D1 group spent an average of 4 hours, 35 minutes on administration, while the A2-D2 group spent an average of 5 hours, 10 minutes. The table shows that the majority of activities included here were performed by the librarians monthly or more often. Only three activities were performed less often by the librarians. These were the checking and ordering of supplies by the librarian of school D2, the installation of new library equipment by the librarian of school D1, and the preparation of new library procedures by the librarian of school C2. Therefore, the amount of time spent by each librarian on administrative activities during the sample week could not be considered atypical.

Technical Services

Table 15 directs attention to the activities performed during the sample week which could be classified as technical services. Several of the items listed under this activity fell on the borderline between technical services and clerical activities. The item, "Selecting new materials--Checking lists," performed by the librarian of school C2 involved the checking of publishers' lists and catalogs against the library's card catalog to determine which books the library did not have. This also could have been classified as a clerical activity. The item, "Selecting new materials--Bibliographic information for teachers," was placed in this category because it did not seem to fall into any of the others. The librarian of school B2, who performed this activity, did not select materials for the library collections, this was done by the teachers of the school. Her role in this activity was to provide them with the bibliographic information about the materials to facilitate ordering. The librarian of school C2 spent almost 3 hours "Ordering new materials." Throughout the year this librarian kept a list of materials which could be added to the library collection at some time in the future; part of the time shown here was spent making additions to this list and assigning priorities to the materials. The item, "Checking the filing of catalog cards," refers to checking of the filing done by student library assistants and not to actual filing done by the librarian.

The activities of the librarians of schools A1 and C1 which were classified under "Working with vertical file materials" should be explained. The librarian of school A1 each day checked the local papers for materials for the file which she kept on the history of the county and the community. She also clipped editorials and articles which the students would find useful in writing term papers; these latter materials were not permanent additions to the vertical file but were kept only until information on the subject appeared in journal or book form. The librarian of school C1 was in the midst of reorganizing the vertical file. The collection was being weeded and reclassified under new subject headings; a great deal of new material was being added; and a list of the materials available in the vertical file was being prepared for use by the teachers.

The table shows that each librarian, with the exception of the one at school B1, devoted a large amount of the total time spent on technical services to one or two specific activities. In five libraries (A1, A2, B2, D1, and D2) fifty per cent or more of the total time was spent on phases of processing new materials.

Again the table shows that the majority of activities listed under technical services was performed monthly or more often by the librarians. However, approximately half of the total time spent by the librarians of schools B1 and B2 involved technical services which they performed twice a semester or less often. The activities which were performed with a lesser degree of frequency were selecting and ordering new materials at schools B2 and D2, weeding of the collection and checking periodicals for binding and mending at schools A1 and B1, and talking with a book salesman at schools B1 and C1.

In three pairs of schools the librarians belonging to the A2-D2 groups spent more time on technical services than did the librarians from the A1-D1 group. The exception to this pattern was found in the C pair of schools. In this instance, the 5 hours, 15 minutes spent on vertical file materials by the librarian of school C1 accounted for the difference found in the pattern. The difference in the mean amounts of time which the two groups of librarians spent on technical services was small. The librarians from the A1-D1 schools spent a mean of 6 hours, 8 minutes on these services during the sample week, while those from the A2-D2 schools spent a mean of 7 hours, 55 minutes.

Professional Activities

As Table 16 shows these librarians spent little time on professional activities during the sample week. The librarian of school C2 spent no time on professional activities during the entire week. Those of schools A2 and B2 had visits from other librarians in the area. At school A2 the visit was from the librarian of the new junior college in the area to borrow forms for ordering LC cards. While at school B2 the visit was from an untrained librarian of another school district seeking advice on organizing an elementary school library. In these two schools the frequency of performance of this activity indicates that it would not usually be found in a typical work week. The other professional activity performed took the form of reading professional journals. This was done biweekly by the librarian of school C1 and weekly or more often by four of the remaining librarians.

Activities Related to Teaching

Table 17 lists the activities of the librarians which were related to teaching. None of the activities performed by the librarians of schools A1 and C1 could be defined as teaching activities. The librarian of school B1 spent an hour and 10 minutes during the week on "Attendence sign-up." In this school, students were not required to have passes to use the library, but to enable the school to account for each student at any time during the day, the students were asked to sign a sheet as they entered the library. The librarian checked periodically throughout the day to determine whether or not the forms were available for the students to sign and whether or not all the students in the library had signed as they entered.

Listed under schools D1 and D2 is the total amount of time the librarians spent teaching their class during the week. Also listed for school D1 are the three hours the librarian spent supervising the library study hall that week. This was an activity which she did only a few times during the year. Each period throughout the school day a teacher was assigned to the library to supervise the study hall function of the library; in cases of emergency, when the teacher could not be there, the librarian assumed this responsibility. During the sample week it was necessary for the librarian to substitute for the guidance counselor who had an emergency meeting with a student; and for two teachers who were sponsors of the junior and senior classes, to allow them to attend class meetings. The librarian was able to continue with her own library responsibilities while she substituted for these people.

Several of the items in this category need further explanation. "Helping students with class assignments" did not involve helping students to use or locate library materials for class assignments, but rather helping students with art work, mathematics problems, or the writing of a paper. The item, "Checking on pupil's work and behavior," refers to the time the librarians spent circulating among the students in the library to be sure they were all studying and not wasting time. This is related to the item, "Discipline." The latter involved more than asking students to be quiet. It included policing the library and sending students back to the study hall or to the office, if they stepped out of line. The librarians of schools A2 and C2 believed that this was a necessary procedure. "Conference with a teacher on the way to teach satire" refers to the time a librarian spent advising a teacher how to present the study of satire to her class. It dealt with the method to be followed rather than with library materials the teacher could use in a unit on satire. "Advising the teachers' committee on the pictures the schools was purchasing" was a similar type of activity; it was not providing the committee with information about artists, art works, or art dealers. Because art was not taught in this school, the librarian had assumed the responsibility of teaching art to both the students and the staff.

Table 17 shows that most of the teaching activities performed by these librarians were done with a fair degree of regularity. All were performed biweekly or more often, with the exception of advising the teachers' committee by the librarian of school B2, substituting for the study hall supervisor by the librarian of school D1, and working with the student prom committee by the librarian of school D2.

The difference in the amount of time spent during the sample week on teachers' activities by the two groups of librarians was large. The range of hours for the A1-D1 group was from 0 hours to 8 hours with a mean of 2 hours, 35 minutes for the group. The librarian of school D1, who taught one class daily, accounted for 87% of the total time spent in teaching activities in this group. In the A2-D2 group of librarians the range of hours was from 3 hours, 55 minutes to 8 hours, 30 minutes with a mean of 6 hours, 28 minutes. Here, the librarian of school D2, who taught one class, accounted for 27% of the total time spent by the librarians of the group in teaching activities. This is the first activity where the difference in the mean amounts of time spent by the two groups of librarians was large. The librarians from the A2-D2 schools spent twice as much time in teaching activities as did those from the A1-D1 schools.

Clerical Activities

Again in Table 18, showing the amount of time spent on clerical activities, there is a large difference in the amounts of time which the two groups of librarians spent on these activities. In comparing these groups one must remember that the librarians in schools D1 and D2 each had a half-time paid clerical assistant, while the other librarians in the study relied entirely upon volunteer student help.

The time spent by the librarians of schools B1 and D2 in working at the circulation desk and checking out books and materials was after classes at the end of the school day. This was a period when they had no student help and the librarians remained as long as students came into the library for materials. The typing done by the librarian of school C1 was for the preparation of lists of pamphlet materials in the vertical file which would be useful to students writing term papers.

Such lists were prepared for each teacher who required students to write term papers.

With only a few exceptions most of these activities were performed rather frequently. All were performed at least once a month, except for the typing of the lists of vertical file materials at school C1 and the mimeographing and typing done by the librarian of school C2.

While all the librarians performed some tasks which could be classified in the category of clerical activities, the difference between the amount of time spent by the librarians in the two groups was substantial. For the A1-D1 group of librarians the range was from 15 minutes to 3 hours, 10 minutes or a mean of 1 hour, 45 minutes for the group. For the A2-D2 group of librarians, the range was from 1 hour, 5 minutes to 14 hours, 40 minutes. The average amount of time spent on clerical activities by each librarian within this group was 8 hours, 40 minutes. The librarians of schools D1 and D2, who had half-time clerical assistants, spent less time on the activities in this category than any of the other librarians in the study.

Housekeeping Activities

Table 19 indicates the amount of time the librarians spent on housekeeping activities during the sample week. The librarian of school A1 spent a few minutes at the end of the last period each day asking the students, who were using the library, to put away reference books, bound periodicals, newspapers, and other items left on the tables during the day. All of the activities listed in this category were performed biweekly or more often.

While the amounts of time spent upon housekeeping activities were not large in either group, there was a difference between the two groups of librarians. In the A1-D1 group two of the librarians did not perform any activities during the sample week which could be classified in this category; in the other group of librarians only one did not do any housekeeping activities during the week. The average amount of time spent on these activities by each librarian in the first group was 10 minutes, and in the latter group the average time was 1 hour.

Reader Services

The "Checklist of Reader Services" (Appendix C) was the basis for listing the services in Table 20a-20d. Since the reader services performed by the librarians during the sample week comprised a rather lengthy list, it was necessary to divide the table into four parts in the same way that the checklist was divided. Furthermore, the number assigned to each service in Table 20a-20d is the same as that assigned to the service in the checklist.

The totals given at the end of Table 20d show the wide differences in the amount of time spent on reader services and in the number of reader services offered by the two groups of librarians during the week in which they recorded their activities. The time range for the A1-D1 group was from 14 hours, 20 minutes to 26 hours or an average of 19 hours, 30 minutes per librarian; the time range for the A2-D2 group was 3 hours, 40 minutes to 9 hours, 20 minutes or an average of 6 hours, 10 minutes per librarian. As a group, the librarians in schools A1-D1 were devoting three times as many hours to reader services as were the librarians in schools A2-D2.

The A1-D1 group of librarians also performed twice as many services during the week as the A2-D2 group. The number of different services ranged from 12 to 17 for the A1-D1 group of librarians with a mean of 14 services. In the A2-D2 group the range was from 5 to 8 different services performed by any one librarian with 7 the average number per librarian within the group.

Not only did the librarians in the A1-D1 schools spend substantially more time on reader services and provide more reader services during the sample one week period, but a greater mean per cent of the services had a higher estimated frequency of performance than in the A2-D2 schools. A mean of 89% of the services furnished by the librarians of the A1-D1 schools had an estimated frequency of performance of monthly or more often, while a mean of 60% of the services provided by the other group of librarians were furnished this often.

An analysis of Table 20 shows that the majority of the reader services rendered during the sample week were activities which the librarians performed with a fair degree of regularity. Only two librarians spent time on services which were performed infrequently. As Table 20b indicates, the librarian of school A1 spent 55 minutes advising the school administration on the needs of the library for the next school year (Item 30), a service which she did once a year. She also spent 2 hours, 40 minutes consulting with teachers about materials needed for the library collection (Item 31); she performed this service twice a semester. The librarian of school B2 spent 4 hours, 5 minutes during the sample week on preparations for the school book fair (Table 20d, Item 50), a once-a-year activity. These 4 hours constituted almost half of the total time which this librarian spent on reader services for the entire week, and on this occasion she functioned more as an art teacher than as a librarian.

Of the reader services which were performed regularly, large amounts of time were spent on a few areas of service. Table 20a shows that the librarian of school B1 spent 3 hours, 45 minutes on extended hours of service (Item 1). He opened the library every morning before 7:30 for students who wanted to use it before classes. The librarians of schools A1, B1, C1, D1, and D2 each spent one or more hours during the sample week consulting with the teaching staff (Table 20b, Item 31) about the library collection or about library resources needed for instructional units. Related to this service is the activity, "Visiting with the teachers" (Table 20b, Item 57), which was performed by the librarians of schools A1, B1 and C1 on a daily basis for an average of 1 hour, 35 minutes during the week. This visiting served as a source of information about class assignments, needs of individual students, problems which students were encountering in using the library, and information about new materials the teachers had read about or examined. While the librarian of school A2 listed a total for the week of 40 minutes which were classified under this same item, her visiting was all with one teacher, a personal friend, and probably did not provide her with insight into student or teacher needs and problems concerning library use.

Also listed under item number 57 in Table 20b, is the amount of time spent by the librarians of schools C1 and D1 on interlibrary loans. The librarian of school C1 spent this time working with the local public library to borrow materials from the regional library system. In school D1 it was the time the librarian spent going to the nearby college to select and borrow materials for teacher use.

Item 41 on Table 20c points out the amount of time that the librarians of schools B1, C1 and D1 spent teaching individual students to use reference materials and library tools. In these schools this was done on a daily basis. The librarian of school A1 was the only librarian to teach the use of reference materials and library tools to individual students, to small groups of students, and to a class, all within the sample week period.

Table 20d deals with guidance to students in the selection and use of materials, and shows that the librarian of school B1 spent 3 hours, 20 minutes on guidance for a special group of students (Item 43). In this school the educable mentally handicapped class spent the first period of the school day in the library reading newspapers, looking at pictures in magazines, viewing filmstrips, and listening to records and tapes. The librarian worked individually with the thirteen students in this class, finding materials to suit the needs and interests of each. Also from the same table, one sees that a large percentage of the total time spent on all reader services for the week was spent on assisting students to select or to locate materials (Item 44). The librarians of the A1-D1 group of schools spent 4 or more hours on these two services, while the librarians of the A2-D2 group of schools spent 2 1/2 hours or less on these services. Included in the 2 1/2 hours spent by the librarian of school B2 were 40 minutes in which she thumbed through magazines looking for a specific article.

Summary and Conclusions

Table 21 summarizes the total amounts of time spent on the various types of activities during the sample week by the librarians. The table

TABLE 21

TOTAL AMOUNT OF TIME SPENT BY THE LIBRARIANS ON THE VARIOUS ACTIVITIES

Activities	A1	A2	B1	B2	C1	C2	D1	D2
Administration	4:15	3:35	3:35	3:10	3:40	4:20	4:20	6:50
Technical Services	6:25	8:15	4:35	6:15	8:25	4:55	5:20	11:00
Professional Activities	-:45	-:15	1:00	1:00	-:25	----	-:55	1:05
Teaching Activities	----	8:30	1:10	3:55	----	6:25	8:00	7:00
Clerical Activities	1:20	7:55	2:15	10:10	3:10	14:40	-:15	1:05
Housekeeping	-:30	1:15	----	2:00	-:15	-:50	----	----
Reader Services	19:25	4:10	26:00	9:20	17:30	3:40	14:20	6:15
Totals for the week	32:30	33:55	38:35	35:45	33:25	34:50	33:10	33:15
Length of school week	37:00	35:00	35:00	36:00	35:00	35:50	35:00	35:20
Per cent of total working time spent on reader services	60%	12.5%	67.5%	26%	52%	10.5%	43%	19%

also shows the total number of hours in the school week at the different schools. All the librarians were able to account for all of their time while on the job during the sample week in which they recorded their daily activities. The discrepancies which exist between the total amount of time spent and the length of the school week generally came from the differences in the length of the lunch hour at each school. At school A1 the librarian took an hour each day for lunch, while in the other schools the librarians took less time. At school B1 the total amount of time spent by the librarian is more than the length of the school week. This librarian opened the library 45 minutes before the start of each school day.

The differences in the amounts of time spent by the two groups of librarians were small for the areas of administration, technical services, professional activities, and housekeeping activities. (Table 22 shows the average amounts of time spent by the two groups of librarians on each type of activity.) The most marked differences were found in the

TABLE 22

AVERAGE AMOUNTS OF TIME SPENT BY THE TWO GROUPS OF LIBRARIANS ON THE VARIOUS ACTIVITIES

Activities	A1-D1	A2-D2
Administration	4:35	5:10
Technical Services	6:08	7:55
Professional Activities	:45	:35
Teaching Activities	2:35	6:28
Clerical Activities	1:45	8:40
Housekeeping Activities	:10	1:00
Reader Services	19:30	6:10

time spent in teaching activities, on clerical activities, and on reader services. It was in the latter category that the largest difference was found in the amounts of time spent by the two groups of librarians. Table 21 shows that the librarians in the A1-D1 schools spent from 43% to 67.5% of their total work week on reader services, compared with 10.5% to 26% in the A2-D2 schools. The mean per cent of the total time spent on reader services by the librarians in the A1-D1 schools was 56%, while in the A2-D2 schools it was 17%.

Schools D1 and D2 varied from the others in three regards--both librarians taught one class, both librarians had a half-time clerical assistant, and both libraries were organized as a library study hall; therefore, the activities of the librarians in these schools should be compared separately. In the areas of professional activities, teacher's activities, clerical activities, and housekeeping activities there was little or no difference in the amounts of time these librarians spent. However, the librarian of school D2 spent a combined total of 8 hours, 10 minutes more on technical services and administration during the week than did the librarian of school D1. While in the area of reader services this amount of time was reversed; the librarian of school D1 spent 8 hours, 5 minutes more time on these services than did the librarian of school D2.

The data obtained from this instrument supports the hypothesis that a direct relationship will exist between the amount of formal library education of a high school librarian and the librarian's performance on the job. The librarians with Master's degrees in library science spent three times the amount of time on reader services in a sample week in comparison to the amount of time spent by the librarians with undergraduate minors or less in library science. The librarians in the first groups also provided twice as many reader services during this period as those in the second group, and a higher per cent of these services in the first group had a higher frequency of performance.

This pattern was reversed when the amounts of time the librarians spent in teaching activities, on clerical activities, and on housekeeping activities was considered. The librarians with the lesser amounts of formal library education spent a total of three times the amount of time on these activities in comparison to the librarians with the larger amounts of library education.

CHAPTER V

ANALYSIS OF THE READER SERVICES OFFERED IN THE EIGHT HIGH SCHOOL LIBRARY PROGRAMS

The data in this chapter are based upon the information obtained from the Checklist of Reader Services (See Appendix C), interviews with the librarians, and observation of the library programs. After the first part of the study (discussed in Chapter IV) was completed, each librarian was sent a copy of the checklist. Directions were included with the list in regard to the information which was wanted. In these directions it was stated that the librarians should check only those services which were a part of the library program. Any service which was not a part of the library program but was available through some other department in the school was not to be checked. When each librarian completed the list, it was returned to the investigator for analysis.

The lists were first checked for any discrepancies between information they contained and information which had been obtained from the daily records of the librarians' activities. Notes were made of questions which the investigator had about any of the services or of the need for evidence of a service in the library program. At the time of the visit to the school, any service for which no evidence was found or which was not offered as part of the library program was eliminated from the checklist for that particular library. This was done with the complete agreement of the librarian. In addition to the questions based upon the measuring instruments already completed by the librarians, each librarian was asked a series of questions related to the development of the reader services in the library program (See Appendix G).

The Librarians' Definitions of the Function of the School Library

During the interviews with the librarians each was asked to define the functions of the school library. Since each librarian's concept of this function is related to the program of reader services which was developed, these definitions will be examined before the reader services are discussed. Following are the definitions given by the librarians:

A1 "The function of the school library is threefold: to promote learning beyond what is provided in the classroom, to motivate leisure reading and satisfy the curiosity of students for knowledge, and to help teachers expand their instructional programs."

A2 "The function of the school library is to provide glorified baby sitting service--the librarian must have unlimited patience and serve as an unofficial guidance counselor. The librarian is a service person and should be willing to give service."

B1 "The function of the school library is to provide the proper atmosphere in which students can use materials for learning experiences and for personal fulfillment and enjoyment. The emphasis should be to give every student an opportunity to find and use all the materials available and, above all, to help every student to help himself."

B2 "The library offers subject matter on varied levels and through a variety of media to stimulate mental growth."

C1 "The school library should be the heart of the school and its curriculum."

C2 "The school library should provide a quiet atmosphere conducive to reading, studying, and meditating. The librarian should assist students and aid teachers."

D1 "The school library should be the center or the core of the school learning program. It should provide easy access to and ease of use for all materials."

D2 "The school library should be a learning center."[1]

While there are differences between these definitions, there are also certain common elements among them. The librarians of schools A1 and B1 emphasized the school library's role in providing materials and services to expand the students' learning experiences and to increase their personal fulfillment and satisfaction. The librarian of school B2 emphasized only the library's role in providing materials to motivate student learning. In addition to supplying materials and services for students, the librarian of school A1 also specified services to teachers in her definition. While the librarians of schools A2 and C2 also emphasized the service aspect of the school library program, their definitions reflected concern for the discipline of students using the library. As was pointed out in Chapter IV, these were the two librarians who spent more than 3 hours during the sample week on student discipline.

The librarians of the three remaining schools (C1, D1, and D2) defined the function of the school library in more general terms. The librarian of school D2 simply specified that the library should be a learning center. This librarian was relatively new to both the position and to the library profession. As was discussed in Chapter III, the library science courses which she had taken were skill courses. She had not, as yet, had the courses which would help her to develop a program of library instruction to students, of reading guidance, and of services to teachers. At this point she did not have adequate background from either experience or library education to crystallize her thinking as to what should be emphasized in the school library program, or what its relationship to the total school program should be.

The librarians of schools C1 and D1 define the function of the school library as the center of the school's learning program. These two librarians also had been in their positions for a relatively short time. The emphasis in both of these library programs was to make the school library the core of the entire school program. In addition the librarian of school D1, like the librarian of B1, included in her definition emphasis upon accessibility of materials.

TABLE 23

CONTENT ANALYSIS OF THE LIBRARIANS' DEFINITIONS OF THE FUNCTION OF THE SCHOOL LIBRARY

	Schools							
Functions	A1	A2	B1	B2	C1	C2	D1	D2
To serve as a learning center								x
To be the focal point of the school learning program					x		x	
To promote learning	x		x	x				
To motivate leisure reading	x		x					
To satisfy students' curiosity for knowledge	x							
To give service		x						
To students						x		
To teachers	x					x		
To provide access to materials			x				x	
Discipline		x				x		

Table 23 summarized the definitions of the function of the school library. All the librarians, with the exception of those at schools A2 and C2, included the role of the library in the learning process in their definitions. In addition, the librarians of schools A1 and B1 included the role of the library in motivating leisure reading. The librarians of schools A2 and C2 were the only ones who were concerned with student discipline.

Reader Services Offered in the Eight High School Library Programs

Table 24 provides two facets of the reader services in the library programs: the number and identity of the libraries offering each service, and the number of reader services offered by each library.

The Checklist of Reader Services (See Appendix C) listed a total of 154 separate services classified into 57 types. The latter in turn were divided into the following categories of services:

Accessibility and Availability of Services and Materials
Services to the Teaching Staff and Administration
Services to Students--Library Instruction
Services to Students--Guidance in the Selection and Use of Materials
Miscellaneous Services.

Except for rearranging and classifying the reader services into types and these, in turn, into categories; the list of reader services remains essentially the same as the list used by Gaver and Jones.[2] Table 24 shows that a part of the services from each category was found in one or more of the eight library programs. However, there was no category where all of the services listed were found in the library programs.

TABLE 24

NUMBER OF LIBRARIANS IN THE STUDY OFFERING A READER SERVICE

Reader Services	Number of Librarians	Schools A1	A2	B1	B2	C1	C2	D1	D2
Accessibility and Availability of Services and Materials									
*1. Extended hours of service--									
Before school	1			x					
After school until 5:00	0								
During the evening hours	0								
On Saturdays	0								
During vacation periods	0								
2. The library is open for use during the entire school day for individuals and groups	4	x		x		x			x
3. Collections of materials are loaned to teachers for classroom use	7	x	x	x	x	x	x	x	
4. Books are placed on reserve	8	x	x	x	x	x	x	x	x
5. Flexible circulation policies exist for all types of materials	6	x	x	x	x	x		x	
6. Photo-duplication service is available	0								
7. Audiovisual materials for use in the library include--									
Films	0								
Filmstrips	5	x		x	x	x			x
Tapes	4	x		x		x			x
Recordings	5	x		x	x	x			x
Slides	2	x							x
Pictures	3	x			x				x
Maps	6	x		x	x		x	x	x
Transparencies	1								x

*The numbers for the services listed are the same as those in the Checklist of Reader Services. (See Appendix C) For the purpose of determining the number of services, each subdivision under a type of service was counted as one service. If there were no subdivisions, the type of reader service was counted as one service.

TABLE 24 (Continued)

Reader Services	Number of Librarians	Schools A1	A2	B1	B2	C1	C2	D1	D2
8. Audiovisual materials available for home use include--									
Films	0								
Filmstrips	2			x		x			
Tapes	1			x					
Recordings	2			x		x			
Slides	0								
Pictures	1								x
Maps	3	x		x					x
9. Audiovisual materials for use in the classroom include--									
Films	1							x	
Filmstrips	6	x		x	x	x		x	x
Tapes	5	x		x		x		x	x
Recordings	6	x		x	x	x		x	x
Slides	3	x						x	x
Pictures	3	x			x				x
Maps	4	x		x	x				x
Transparencies	2							x	x
10. Audiovisual equipment is available for--									
Library use	5	x		x	x	x			x
Classroom use	6	x		x	x	x		x	x
Home use--									
By teachers	4	x		x		x		x	
By students	1					x			
11. The librarian trains projectionists	3	x			x	x			
12. The librarian schedules projectionists	3	x			x	x			
13. The librarian schedules the use of audiovisual materials and equipment	4	x			x	x		x	
14. The librarian orders audiovisual materials which are rented or borrowed	2	x				x			
15. Audiovisual materials are prepared for students	1					x			
16. Students are given assistance in the preparation of audiovisual materials	1					x			
17. Reference materials are loaned for--									
Class use	7	x	x	x		x	x	x	x
Home use	6	x		x		x	x	x	x

TABLE 24 (Continued)

Reader Services	Number of Librarians	A1	A2	B1	B2	C1	C2	D1	D2
		Schools							
18. Paperback books are available--									
In multiple copies for class use	3	x		x				x	
To replace out-of-print titles	0								
To duplicate heavily used titles	5	x		x		x	x	x	
19. Paperback books are sold in the library	3	x		x		x			
20. Collections of college catalogs are available for--									
Home use	4	x					x	x	x
Use in the library	4	x					x	x	x
Long term loans to counselors	2							x	x
21. Vocational materials are available for--									
Home use	6	x		x	x	x		x	x
Use in the library	7	x	x	x	x	x		x	x
Classroom use	5	x		x		x		x	x
Long term loans to counselors	2							x	x
Totals for the category	56 services	34	5	28	18	29	8	24	29
Per cent of the total services in the category offered by each librarian		61%	9%	50%	32%	51%	14%	43%	51%
Services to the Teaching Staff and Administration									
22. A library handbook is available for the staff	0								
23. Orientation is given to all faculty about new library services through--									
An orientation meeting	0								
A pre-school session workshop	2					x		x	
Printed notices	3			x				x	x
Faculty meetings	5	x		x		x		x	x
An in-service program	0								
24. Orientation is given to new staff about library services through--									
An orientation meeting	1			x					
A pre-school session workshop	0								
An in-service program	0								

TABLE 24 (Continued)

Reader Services	Number of Librarians	Schools A1	A2	B1	B2	C1	C2	D1	D2
25. Special notices are sent to the teachers about new materials	6	x		x		x	x	x	x
26. A separate professional collection is maintained including--									
Professional journals	4	x		x		x		x	
Professional books	5	x		x		x		x	x
Curriculum guides	2							x	x
Course outlines	0								
Supplementary textbooks	1							x	
Recent fiction and non-fiction	1			x					
27. Facilities are available for the production of simple and inexpensive instruction materials	0								
28. The librarian provides materials for teachers to use in preparing exhibits and bulletin boards	5	x		x	x			x	x
29. The librarian is a member of the school's curriculum committee	0								
30. The librarian provides statistics on library use and indicates the areas of the collection and the services which need to be improved	4	x	x	x				x	
31. The librarian consults with the staff about--									
The library collection	6	x	x	x		x		x	x
Library services	3			x		x		x	
Library resources for instructional units	6	x		x	x	x		x	x
32. The librarian provides opportunities for staff participation in book selection by--									
Sharing indexes, publishers' catalogs, etc.	7	x	x	x	x	x	x	x	
Having a materials selection policy	1			x					
Providing forms for recommending materials	5	x	x	x		x		x	

TABLE 24 (Continued)

Reader Services	Number of Librarians	Schools A1	A2	B1	B2	C1	C2	D1	D2
33. Instruction in the use of the library is provided--									
For English classes	7	x	x	x	x	x	x	x	
For social studies or humanities classes	2					x		x	
For science classes	0								
For mathematics classes	0								
For foreign language classes	0								
For vocational educ., physical educ., home econ., business educ., industrial arts, driver educ.	0								
34. Teachers are given assistance in the development of reading lists for units of study	5	x		x		x		x	x
35. Bibliographies are prepared for teachers	3				x	x			x
36. The librarian assembles collections of books and materials for teachers to use in the classroom	6	x		x	x	x	x	x	
37. Forms for giving the library advanced notice of class assignments are provided for teacher use	0								
Totals for the category	36 services	13	5	18	6	15	4	19	10
Per cent of the total services in the category offered by each librarian		36%	14%	50%	16%	43%	11%	53%	28%
Services to Students--Library Instruction									
38. A library handbook is available for the students	1							x	
39. Library orientation is given to new students	0								
40. Field trips are arranged to other libraries	1			x					
41. The use of reference books and library tools is taught to--									
Individual students	5	x		x	x	x		x	
Small groups of students	4	x		x	x	x			
Classes	6	x		x	x	x	x	x	

TABLE 24 (Continued)

Reader Services	Number of Librarians	Schools A1	A2	B1	B2	C1	C2	D1	D2
42. Students are given advice on library tools and materials to use for their own personal research	6	x		x	x	x		x	x
Totals for the category	7 services	4	0	5	4	4	1	4	1
Per cent of the total services in the category offered by each librarian		55%	0	51%	55%	55%	14%	55%	14%
Services to Students--Guidance in the Selection and Use of Materials									
43. Group guidance is given through--									
Book talks and discussion groups--									
In the library	0								
In the classrooms	0								
For community youth groups	0								
For teachers	0								
For parents	0								
For school clubs and organizations	1				x				
Film and filmstrip viewing and discussion groups--									
For teachers	1	x							
For students	2			x		x			
For parents	0								
Record and tape listening and discussion groups--									
For teachers	0								
For students	2			x		x			
For parents	0								
Displays	4	x		x	x				x
Bulletin boards--									
In the library	5	x		x		x		x	x
Throughout the school	1	x							
Preparation of materials lists	2			x				x	

TABLE 24 (Continued)

Reader Services	Number of Librarians	Schools							
		A1	A2	B1	B2	C1	C2	D1	D2
43. (continued)									
Conferences with teachers	2			x				x	
Reading, listening, and viewing guidance for exceptional students	2			x				x	
44. Individual guidance is given through--									
Conferences with individual students	4	x		x	x			x	
Individualized materials lists	0								
Assistance in the selection of materials	7	x	x	x	x	x		x	x
Assistance in the location of materials	8	x	x	x	x	x	x	x	x
Parent-teacher-librarian conferences	0								
Conferences with the guidance counselor	4	x			x	x		x	
Conferences with teachers on individual reading needs of students	3	x			x			x	
Referral of students with problems	2	x			x				
Maintenance of student interest files	0								
Recommendation of materials to be used with individuals in remedial programs	4	x		x				x	x
45. The librarian gives talks to youth groups on--									
Library activities for young adults	2			x	x				
Librarianship as a profession	2			x	x				
46. The librarian presents assembly programs on books and libraries	1				x				
47. The school newspaper publicizes--									
School library activities	3			x				x	x
Public library activities for young adults	0								
New books	1								x
48. The local newspaper publicizes--									
School library activities	2	x			x				
Public library activities for young adults	0								
New books for the young adult reader	0								

TABLE 24 (Continued)

Reader Services	Number of Librarians	Schools							
		A1	A2	B1	B2	C1	C2	D1	D2
49. The school's p.a. system is used to publicize--									
Library activities	1	x							
New materials	0								
50. A book fair is sponsored by the librarian	4	x			x	x		x	
51. Radio or television programs are presented to publicize library activities and materials for young adults	1	x							
52. Provisions are made for a vacation reading program	0								
53. School and public librarians consult each other about--									
Books for young adults	1			x					
Library activities for young adults	1			x					
Cooperation between school and public libraries	1			x					
Selection of materials	1			x					
Information concerning the individual needs of students	0								
Information concerning curriculum demands	0								
54. Special observance is made of--									
Book week	4	x			x	x		x	
National library week	4	x		x	x	x			
National education week	0								
Totals for the category	51 services	17	2	19	15	9	1	13	7
Per cent of the total services in the category offered by each librarian		33%	4%	37%	29%	18%	2%	26%	14%

TABLE 24 (Continued)

Reader Services	Number of Librarians	Schools							
		A1	A2	B1	B2	C1	C2	D1	D2
Miscellaneous Services									
55. The librarian assists student organizations in using the resources of the library for their projects	5	x		x	x			x	x
56. The librarian sponsors a student librarians' group	5	x		x	x	x		x	
57. Any other services not listed--									
Interlibrary loans for teachers	3		x			x		x	
Providing projectionists to show films for local community groups	1				x				
Totals for the category	4 services	2	1	2	3	2	0	3	1
Per cent of the total services in the category offered by each librarian		50%	25%	50%	75%	50%	0	75%	25%
Totals for all categories	154 services	70	13	72	46	59	14	63	48
Per cent of the total 154 reader services offered by each librarian		45%	8%	47%	29%	39%	8%	42%	31%

Tables 25 and 26 were designed to show the number and percentage of the services in each category which were offered in zero or more libraries. With the exception of the two categories which included less than 10 services, the tables show that as the number of libraries offering the services in a category increases the number of services offered decreases. Of the total number of services listed, 42 were not offered by any librarian in the study, 76 were offered by less than half of the librarians, and 36 were offered by more than half of the librarians. Only two services were offered by all the librarians in the study.

Services Not Offered in Any of the Library Programs

Table 26 shows that in the two categories of Services to Teachers and of Services to Students--Guidance in the Selection and Use of Materials were found the largest number of reader services which were not offered in any of the library programs. In both cases these comprised more than one third of the reader services listed in those categories. Under the categories of Accessibility and Availability of Materials and of Services to Students--Library Instruction, 16% and 14% of the services listed were not offered in any of the eight high school library programs.

In the area of Accessibility and Availability of Materials and Services the following reader services were not offered in any library program:

41. Extended hours of service--
    After school until 5:00
    During the evening hours
    On Saturdays
    During vacation periods

TABLE 25

NUMBER OF READER SERVICES IN EACH CATEGORY OFFERED BY ZERO OR MORE LIBRARIANS

Categories of Services	Total number of services in each category	Number of librarians offering services								
		0	1	2	3	4	5	6	7	8
Accessibility and availability of materials and services	56	9	8	7	8	7	6	7	3	1
Services to teachers	36	13	4	3	3	2	5	4	4	0
Services to students--Library instruction	7	1	2	0	0	1	1	2	2	0
Services to students--Guidance in the selection and use of materials	51	19	11	9	2	7	1	0	0	1
Miscellaneous services	4	0	1	0	1	0	2	0	0	0
Totals	154	42	26	19	14	17	15	13	6	2

TABLE 26

PER CENT OF READER SERVICES IN EACH CATEGORY OFFERED BY ZERO OR MORE LIBRARIANS

Categories of Services	Total number of services in each category	Number of librarians offering services 0	1	2	3	4	5	6	7	8
Accessibility and availability of materials and services	56	16%	14%	12%	14%	12%	10.7%	12%	5%	1.7%
Services to teachers	36	36	11	8.3	8.3	5.5	13	11	5.5	0
Services to Student--Library instruction	7	14	28	0	0	14	14	28	0	0
Services to students--Guidance in selection and use of materials	51	37	21.5	17	3.9	13.7	1.9	0	1.9	1.9
Miscellaneous services	4	0	25	0	25	0	50	0	0	0
Percentage of total number of services offered by zero or more librarians		27.2%	16.9	12.3	9	11.2	9.7	8.4	3.8	1.3
Combined percentage		44.1% 56.4% 65.4% 76.6%						23.4%		

6. Photo-duplication service is available

7. Audiovisual materials for use in library include--
   Films

8. Audiovisual materials available for home use include--
   Films
   Slides

18. Paperback books are available--
   To replace out-of-print titles

In regard to extended hours of service, the librarian of school A1 offered this service on an experimental basis during the 1966-1967 school year. The library was open during the evening hours for student use. The service was dropped for lack of use by the students. The librarians of schools B1 and D2 remained after the end of the school day for as long as students came to use the library; however, this was usually not beyond 4:00 PM.

Under the category of Services to the Teaching Staff and Administration the following services were not offered by any of the librarians:

22. A library handbook is available for the staff

23. Orientation of the staff about new library services through--
   An orientation meeting
   An in-service training program

24. Orientation of new staff about library services through--
   A pre-school session workshop
   An in-service training program

26. A separate professional collection is maintained including--
   Course outlines

27. Facilities for the production of instructional materials

29. The librarian is a member of the school's curriculum committee

33. Instruction in the use of the library is provided for--
   Science classes
   Mathematics classes
   Foreign language classes
   Vocational Education, Physical Education, Home Economics, etc.

37. Provision of forms to give the librarian advance notice of class assignments

While none of the above services were offered in any of the eight library programs at the time of the study, two of the services should be examined in more detail. The librarian of school C1 had plans for expanding both the library facilities and the library program. Included in these plans was the conversion of the present library office into a combined teacher's lounge, professional collection, and center where teachers could prepare instructional materials. Among the eight schools included in the study, none had a school curriculum committee. The pattern of curriculum development in the schools varied as follows: (1) the superintendent with approval of the school board selected the textbooks to be used in the various subjects, and the teachers developed their courses around these, (2) the school superintendent worked with the teachers in each subject area to develop the curriculum in that area, and (3) the teachers of a subject area selected the textbooks to be used, and each teacher developed a program based upon the text. However, the librarians of schools A1 and B1 were serving on school committees which were related to curriculum planning. The librarian of A1 served on the Committee of the Program for the Gifted and the librarian of school B1 served on the school's North Central Steering Committee. In the latter school a curriculum committee existed when the new school building was planned in 1962. The librarian served on this committee at that time.

Special mention should be made of the work with the teachers which the librarian of school C1 was doing. This was a combined effort along the lines of both curriculum development and an in-service-training program on the use of library materials in instruction. During the 1967-1968 school year this librarian met with the teachers in the different subject areas. These meetings were designed to help the teachers plan units of study in their subject areas and to inform them of related library materials available to use with the units. The school board of this district dismissed classes at the school one hour early once a month for this purpose.

In the category of Services for Students--Library Instruction, only one reader service was not offered by any librarian in the study. It was library orientation to new students. In seven of the schools the librarians did provide library instruction for freshman English classes. In some this consisted of an hour orientation period. However, library orientation was not provided in any of the schools for the individual student who entered after the beginning of the school year.

The following services under the category of Services to Students--Guidance in the Selection and Use of Materials were not offered by any of the eight librarians in the study:

43. Group guidance is provided through--
    Book talks and discussion groups--
        In the library
        In the classroom
        For community youth groups
        For teachers
        For parents
    Film and filmstrip viewing and discussion groups--
        For parents
    Record and tape listening and discussion groups--
        For teachers
        For parents

44. Individual guidance is provided through--
    Individualized materials lists
    Parent-teacher-librarian conferences
    Maintenance of student interest files

47. The school newspaper publicizes--
    Public library activities for young adults[4]

48. The local newspaper publicizes--
    Public library activities for young adults[5]
    New books for the young adult reader

49. The school's public address system is used to publicize--
    New library materials

52. Provisions are made for a vacation reading program

53. School and public librarians consult each other about--
    Information concerning individual student needs
    Information related to curriculum demands

54. Special observance is made of--
    National education week

While the librarians of schools A1 and B1 had in the past kept student reading interest files, at the time of the study both had dropped this service because of lack of time. Both thought the service worthwhile and planned to provide it again when time permitted.

As Tables 25 and 26 show, a total of 42 or 27.2% of the 154 reader services listed were not offered in any of these eight library programs at the time of the study. The largest percentages of these were in the categories of Services to the Teaching Staff and Administration and of Services to Students--Guidance in the Selection and Use of Materials. Of the 42 reader services not offered by any librarian in this study, five were among the seven which were not provided by any school in the metropolitan cross section of the Gaver and Jones study.[6] These were the circulation of films for home use, the circulation of slides for home use, extended hours of library services on Saturdays, provision of a photo-duplication service, and presenting book talks to parent groups.

Reader Services Offered in One Library Program

Table 27 lists the reader services which were unique to only one library program, and identifies the school in which each service was offered.

TABLE 27

READER SERVICES UNIQUE TO A SINGLE LIBRARY PROGRAM AND THE FREQUENCY WITH WHICH THEY WERE OFFERED

Reader Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Accessibility and Availability of Services and Materials								
1. Extended hours of service--Before school			D*					
7. Audiovisual materials for use in the library include--								
Transparencies								M
8. Audiovisual materials available for home use include--								
Tapes			D					
Pictures								TS
9. Audiovisual materials for classroom use include--Films							M	
10. Audiovisual equipment is available for--								
Home use by students					D			
15. Audiovisual materials are prepared for students					S			
16. Students are given assistance in the preparation of audiovisual materials					S			
Services to the Teaching Staff and Administration								
24. Orientation is provided for new staff about library services through--								
An orientation meeting			Y					
26. A separate professional collection is maintained including--								
Supplementary textbooks							M	
Recent fiction and non-fiction			D					
32. The librarian provides opportunities for staff participation in book selection--								
By having a materials selection policy			S					

*D-Daily, TW-Twice Weekly, W-Weekly, BW-Biweekly, M-Monthly, TS-Twice a Semester, S-Once a Semester, Y-Yearly.

TABLE 27 (Continued)

Reader Services	Schools A1	A2	B1	B2	C1	C2	D1	D2
Services to Students--Library Instruction								
38. A library handbook is available for students							Y	
41. Field trips are arranged to other libraries			Y					
Services to Students--Guidance in Selection and Use of Materials								
43. Group guidance is provided through--								
Book talks and discussion groups for school clubs and organizations				M				
Film and filmstrip viewing and discussion groups for teachers	BW							
Bulletin boards throughout the school	M							
46. The librarian presents assembly programs on books and libraries				Y				
47. The school newspaper publicizes--								
New materials								TS
49. The school's p.a. system is used to publicize--								
Library activities	W							
51. Radio or television programs are presented to publicize library activities and materials for young adults	Y							
53. School and public librarians consult each other about--								
Books for young adults			BW					
Library activities for young adults			BW					
Cooperation between the school and public libraries			BW					
Selection of materials			BW					
Miscellaneous Services								
57. Other services not listed--								
Providing projectionists to show films for local community groups				M				

TABLE 27 (Continued)

Reader Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Total number of services offered by each librarian	4	0	10	3	3	0	3	3
Per cent of the 26 reader services unique to one library program which were offered by each librarian	15%	0	38%	11.5%	11.5%	0	11.5%	11.5%
Number of services which each librarian offered								
D-Daily			3		1			
TW-Twice Weekly								
W-Weekly	1							
BW-Biweekly	1		4					
M-Monthly	1			2			2	1
TS-Twice a Semester								2
S-Once a Semester			1		2			
Y-Yearly	1		2	1			1	

This table also gives the frequency of use of each of the reader services listed, as estimated by the librarian. It is not the frequency with which the librarians performed the service, which was recorded in Chapter IV. There is some variation between the two. From Tables 25 and 26 one can see that twenty-six or 16.9% of the entire 154 reader services were offered in only one library program. Approximately one-tenth to one-third (11% to 28%) of the services listed in each of the five categories were unique to one library program. Table 27 shows that the librarians of schools A2 and C2 did not offer any of these services, the librarians of schools B2, C1, D1, and D2 each offered 3 of the 26 services or 11.5%, the librarian of school A1 offered 4 or 15%, and the librarian of school B1 offered 10 or 38%.

Seven of the reader services listed in Table 27 are under the category of Accessibility and Availability of Services and Materials. The librarian of school C1 offered 3 of these services, 2 were offered by the librarians of schools B1 and D2, 1 in school D1, and none in the other schools. The librarian of school B1 was the only librarian in the study who offered any form of extended hours of service. He opened the library every morning of the school week at 7:20 AM. This gave students 50 minutes of access to the library before the school day started. During this period students studied from their own textbooks and materials or used library materials to prepare class assignments. The use of the library was heavy during this period. In the 1966-1967 school year an average of 106 students a week used the library before school. This librarian also circulated tapes for home use. However, no audiovisual equipment was loaned to the students for use at home. Therefore, the borrowing of tapes was limited to students who owned equipment with which to use them.

The librarian of school D2 circulated transparencies and pictures for home use. Table 9 shows that the holdings of this library included a sizable collection of transparencies. It should be remembered that this schools was able to have these materials produced for them by the County Cooperative Audiovisual Service in the office of the County Superintendent of Education. This cooperative was also the source of the pictures loaned by the librarian.

The librarian of school C1 was the only person in the study who loaned any audiovisual equipment to the students for home use. Students could borrow a portable filmstrip projector. All the other audiovisual equipment in the library was not portable and its use by students was limited to the school facilities. This librarian also prepared and helped students to prepare transparencies, tapes, and materials for the opaque projector for class presentations.

While school D1 included only 6 films in its library collection, it was the only library which had this type of material available. The librarian had just assumed the responsibility for the audiovisual program in the school and films were to be included in the collection of materials which she planned to develop.

From Table 24 one can see that no services related to audiovisual materials or equipment were offered in the library programs of schools A2 and C2. This did not mean that these services were not available in these schools. In school A2 the assistant principal was responsible for audiovisual equipment. Each individual teacher housed in his classroom the audiovisual materials he used. The personnel of the school office handled the borrowing or rental of films. In school C2 there was no audiovisual coordinator for either materials or equipment. Each subject department handled its own purchasing, borrowing, and housing of materials.

The loan of audiovisual materials for home use was not extensive in any of the schools. The major reason for this was the lack of adequate audiovisual equipment, particularly portable equipment. Likewise, at school D1 these materials were not available for use in the library because there was not adequate equipment to supply this service and to provide for classroom use.

Table 27 shows that, in the category of Services to the Teaching Staff and Administration, four reader services were unique to a single library program. School B1 accounted for three of these services and school D1 for one. The remaining librarians in the study did not offer any of these services. At school D1 the librarian included supplementary textbooks in the professional collection for teachers. This collection was new during the 1967-1968 school year. Prior to this time supplementary texts were housed in the classrooms. At the time of the study they were being incorporated into the professional collection, and additional titles had been ordered.

Besides the customary materials, the librarian of school B1 included recent fiction and non-fiction in the professional collection for teachers. This consisted of approximately 50 new titles each year. At the end of the school year these books were placed in the regular book collection of the school library. Students were allowed to borrow them while they were a part of the professional collection. Prior to the start of the school year each fall, this librarian met with the new teachers to introduce them to the services, materials and equipment available in the library. The third service to teachers unique in this library program was a materials selection policy to provide the teachers with guidelines when recommending materials for purchase. This selection policy was based upon the School Library Bill of Rights and had been submitted to both the school administration and to the school board for approval.[7]

The librarian of school D2, like the previous librarian at the school, used the School Library Bill of Rights as the criterion for selecting materials. However, to her knowledge this statement had not been submitted to the school administration for approval and she did not distribute it to the teachers to use as a guideline in recommending materials for purchase. Likewise, the librarian at school C1 used this as the basis for her selection of materials. In this school the policy had been submitted to the school board for approval but there had been no response from this group. In school A2 the librarian had no written selection policy but purchased only those books which the teachers would use for class assignments. As a result this library had very little material for leisure reading.

From Table 27 one can see that the librarians of schools B1 and D1 accounted for the two services listed under the category of Services to Students--Library Instruction. The librarian of school B1 arranged a visit to one of the state university libraries each year for interested seniors and members of the student librarians club. The librarian of school D1 had prepared a library handbook to serve as a guide for students using library materials. This was distributed to students at the beginning of the school year.

In schools B1, A2, B2, C2, and D2 the student handbook issued by the school included a section on the school library. These covered only the rules and regulations related to library use and did not include any explanation of the use of library tools or reference materials. With the exception of school B1, the librarians did not write or approve the material about the library which was included in the student handbook. In the handbook for school B2 the entry for the library was under the heading Study Hall.

Under the category of Library Services to Students--Guidance in the Selection and Use of Materials, Table 27 shows that 11 services were each unique to a library program. These services were found in the programs of four librarians in the study: A1, B1, B2, and D2. The librarians of schools A1 and B1 each offered four of the services listed, the librarian of B2 offered two, and the librarian of school D2 one.

In school A1 these services primarily were concerned with publicizing school library activities and materials for young adults. In addition to bulletin boards in the library, bulletin boards throughout the school were used to display library materials and to announce new materials and services. The school's public address system was used to announce library activities of interest to the students: library club meetings, book fairs, special displays, special paperback book titles for sale, etc. Also, once a year the librarian of this school participated in an interview type program which was broadcast over the local radio station. During the last three years she had discussed censorship, books for young adult readers, and the importance of the school library. In addition to these services, this librarian viewed and discussed with the teachers films and filmstrips. This was for the purpose of selecting those which were to be rented or borrowed during the semester or year. The viewing and discussion of filmstrips was done in small groups or often with an individual teacher. This was done to inform the teachers of the filmstrips available in the library for use with units of study in their subject fields.

The services in this category which were offered by the librarian of school B2 also were related to publicizing library materials. This librarian presented book reviews for the student library assistants group, and once a year she presented an assembly program on books and libraries.

The librarian of school D2 was the only one in the study who used the school newspaper to publicize new library materials. It should be noted here that, in general, the means used by the librarians to publicize library materials and services were often limited by the school program itself. Not all of the schools included in the study had a school newspaper. While school A1 had no school newspaper, each year the school yearbook contained an extensive article with several pages of pictures about the school library.

The services in this category which were found only in the library program of school B1 were all related to cooperation between the school and public librarians. In this community there was close cooperation between these two librarians. The librarian at the high school not only borrowed materials from the public library for students to use but also checked with the public library to determine if certain materials would be available for students to use during the evening hours. Both librarians consulted each other about materials and library activities for young adults, as well as about general library problems. During the investigator's visit to the school, the public librarian came to discuss an ALA survey on censorship problems. The community had not had problems of this nature and both librarians wanted to insure that none of the answers given on the survey questionnaire would lead to difficulties. On the occasions when it was necessary for the school librarian to be absent, the public librarian substituted for him.

There was no evidence of cooperation between the school and public librarians in the other cases in this study. The reaction of the other school librarians to cooperation with the public librarian varied from the desire to work together to a negative reaction toward the public library. In schools A1 and D2 the librarians hoped for cooperation with the public librarian at some future date. The community in which school D2 was located had not had a public library until 1967. Since the library was new, no cooperative program had been developed. In the community of school A1, the public librarian discouraged student use, and refused to borrow materials through the regional library for the high school library. This essentially cut the high school off from the materials available to them in the Illinois State Library. Prior to the development of the regional library in the area, the high school library had relied heavily upon the State Library for materials. However, a new librarian had recently been appointed to the public library position, and the librarian of school A1 hoped to develop a program of cooperation with this librarian.

The community in which school A2 was located was served by a district public library. This library provided services to seven small communities in the area. The bookmobile from this library made regular stops at the high school. This was a service which had been instigated by the school superintendent and not by the school librarian. The viewpoint of the librarian toward this service was both negative and contradictory. She believed that the bookmobile service cut down on the school library's circulation, but that the students did not read or use the materials borrowed from the bookmobile. In her view students used the bookmobile as an excuse to get out of study hall and they then stored the borrowed books in their lockers until it came again.

Under the category of Miscellaneous Services, one sees that the librarian of school B2 provided projection equipment and projectionists for community groups wanting to show films. She considered this to be good public relations for the school.

Comparing the two groups of librarians, Table 27 shows that the A1-D1 group of librarians was responsible for 20 or 77% of the 26 reader services unique to a single library program. Furthermore of these services, all those listed in two of the categories: Services to the Teaching Staff and Administration, and Services to Students--Library Instruction, were a part of the library programs of two schools B1 and D1. The librarian of school D1 offered one of the services listed in each of these categories and the third reader services unique to this library program was under the category of Accessibility and Availability of Materials. The reader services unique to the library program of school C1 all fell within the category of Accessibility and Availability of Materials, and those of school A1 were all under the category of Services to Students--Guidance in the Selection and Use of Materials. The reader services unique to the library program of school B1 were found in all the categories of reader services except Miscellaneous Services.

Within the A2-D2 group of schools only two librarians offered reader services which were unique to their library programs. Two of those offered by school D2 were under the category of Accessibility and Availability of Materials, and the third under the category of Services to Students--Guidance in the Selection and Use of Materials. Also in the latter category, were two reader services unique to the library program of school B2. The third service for this school fell under the category of Miscellaneous Services.

Two of the services, offered by only one librarian in the study, were among the seven which Gaver and Jones did not find in any school library program of the metropolitan cross section of their study.[8] These were: audiovisual equipment available for home use by students, and presenting radio or television programs to publicize library activities and materials for young adults. One should remember that the other five reader services which Gaver and Jones did not find in their metropolitan cross section were also not found in any school library program in this study.

Reader Services Offered in Two Library Programs

Table 28 lists the reader services which were each offered by two librarians in the study. Nineteen or 12% of the 154 reader services had this characteristic. None of these are in the categories of Services to Students--Library Instruction or of Miscellaneous Services. Seven are classified under the category of Accessibility and Availability of Materials, 3 under Services to the Teaching Staff and Administration, and 9 under Services to Students--Guidance in the Selection and Use of Materials.

TABLE 28

READER SERVICES OFFERED IN TWO LIBRARY PROGRAMS AND THE FREQUENCY WITH WHICH THEY WERE OFFERED

Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Accessibility and Availability of Services and Materials								
7. Audiovisual materials for use in the library-- Slides	D							M
8. Audiovisual materials for home use-- Filmstrips			D		D			
Recordings			D		D			
9. Audiovisual materials for classroom use-- Transparencies							M	M
14. The librarian orders audiovisual materials which are rented or borrowed	S				Y			
20. Collections of college catalogs are available for long term loan to counselors							S	Y
21. Vocational materials are available for long term loan to counselors							Y	Y
Services to the Teaching Staff and Administration								
23. Orientation is provided for all faculty about new library services through-- A pre-school session workshop					Y		Y	
26. A separate professional collection is maintained including--Curriculum guides							S	S
33. Instruction in the use of the library is provided--For social studies classes					Y		Y	
Services to Students--Guidance in the Selection and Use of Materials								
43. Group guidance is provided through-- Film and filmstrip viewing and discussion groups for students			TW		D			
Record and tape listening and discussion groups for students			TW		D			
Preparation of materials lists			BW				M	

TABLE 28 (Continued)

Services	Schools A1	A2	B1	B2	C1	C2	D1	D2
43. (Continued)								
Conferences with the teachers			TW				TW	
Reading, listening and viewing guidance for special groups of students			D				W	
44. Individual guidance is provided through--								
Referral of students with problems	M			BW				
45. The librarian gives talks to youth groups about--								
Library activities for young adults			M	M				
Librarianship as a profession			M	M				
48. The local newspaper publicizes school library activities	M			M				
Total number of services offered by each librarian	4	0	9	4	7	0	9	5
Per cent of the 19 reader services offered in two library programs which were offered by each librarian	21%	0	47%	21%	37%	0	47%	26%
Number of services which each librarian offered								
D-Daily	1		3		4			
TW-Twice Weekly			3				1	
W-Weekly							1	
BW-Biweekly			1	1				
M-Monthly	2		2	3			2	2
TS-Twice a Semester								
S-Once a Semester	1						2	1
Y-Yearly					2		2	2

Of the seven reader services offered by two librarians under the category of Accessibility and Availability of Materials, the librarians of schools A2, B2 and C2 did not offer any. Two of the services were offered by the librarians of schools A1 and B1, three in schools C1 and D1, and four in school D2. At schools D1 and D2 both college catalogs and vocational materials were available in the library for long term loan to the counseling staff. These were the only schools in the study where these materials were not housed solely in the counselor's office or duplicated by the library. While schools B1 and C1 circulated filmstrips and records for home use, neither librarian loaned record players. Also, the librarian of school B1 did not lend filmstrip projectors. At this school the lending of projection equipment was handled by the football coach.

Of the three reader services offered in two library programs, from the category of Services to the Teaching Staff and Administration, school D1 offered all three services, school C1 offered two, and school D2 offered one. In schools C1 and D1 each of the librarians had a preschool session workshop to demonstrate new audiovisual equipment to the teachers. The librarians of schools D1 and D2 both included curriculum guides in their professional collections. In the other schools in the study these were housed in the various subject departments.

Of the nine reader services, found in two library programs, under the category of Services to Students--Guidance in the Selection and Use of Materials, the librarian of school B1 offered seven of the services, of school B2 four services, of school D1 three services, and the librarians of schools A1 and C1 each offered two services. The librarians of both schools B1 and C1 provided facilities, equipment, and materials for filmstrip viewing and discussion and for record or tape listening and discussion by student groups. In school B1 the library conference room or two small audiovisual rooms were used for this purpose. The leadership for the discussion of these materials varied; sometimes it was the librarian or a teacher, but in most instances a student. In school C1 the teachers assigned small groups of students to the library to view and discuss filmstrips or listen to tapes and records. In addition small groups of students used these services for review or make-up purposes.

The librarian of school B1 along with the librarian of D1 offered group guidance in the selection and use of materials through preparation of materials lists; conferences with teachers about class needs; and reading, listening, and viewing guidance for special groups of students. Both librarians prepared mimeographed lists of materials to be distributed to the students. These were both general and specific in nature. Those which were general usually included new materials in the library. Those which were specific in nature included materials in a subject area. The latter could be for a class assignment or on a topic of interest to the students. In conferences with teachers a wide range of library related topics were discussed: problems which students had in using the library or locating materials, special needs of individual students or small groups, scheduling class visits to the library, etc. The librarian of school D1 spent a great deal of time talking with teachers to make them aware of the materials and services of the library.

The work which both the above librarians were doing with educable mentally handicapped classes needs special mention. In school B1 the librarian scheduled the EMH class in the library during the first period of each school day. Other students were not prevented from using the library during this period. This happened to be a period when library use was light, and the librarian had time in which to work with this group of students. Those who could read usually read the newspapers, others looked at pictures in magazines. The librarian had taught some of these students to use the filmstrip projector, the tape deck, and the record player. All were heavily used during this period. The librarian had obtained tapes of French translations of popular songs that were favorites with this group. Although they did not understand the words, several memorized the songs. These daily visits not only provided an opportunity for the librarian to work with this class but also to talk with their teacher about special materials which they needed. The librarian hoped to expand this program in the future and to obtain more materials especially designed for these students.

In school D1 the program for the EMH students was new to the school and still in the formative stages. The major role of the librarian had been to work with the teacher of the group in selecting and acquiring materials which they could use. This class did not come to the library but the librarian visited the class one period a week, taking with her special materials which she knew would interest the group. This librarian also planned to expand this program.

Both the librarians of schools B1 and B2 gave talks to youth groups on librarianship and on library activities for young adults. At school B2 these were talks for the student library assistants' club. The librarian of school B1 discussed these topics for youth groups in the community.

The librarians of schools A1 and B2 both provided individual guidance in the selection and use of materials by referring students with problems to teachers or the guidance counselor. At school B2 the librarian referred only students who were disciplinary problems; however at school A1 this service was more extensive, and the librarian very seldom referred students to teachers or counselors for disciplinary reasons. She referred students with study or reading problems to the teachers concerned or to the counselor. She particularly watched for students who were reading one type or level of materials for a long time, who did not settle down to study, or whose periods of concentration were short. Often before referring a student she checked the student's records to be sure that it was not a problem which she could handle herself.

These same two librarians both used the local newspaper to publicize school library activities. At school B2 this was confined to reporting the activities of the student library assistants' club, but at school A1 all school library activities of interest to the community were reported.

From the totals given in Table 28 for the 19 reader services which were offered in two library programs, one can see that again the librarians of schools A2 and C2 did not offer any of the services listed. The librarians of schools A1 and B2 each offered 4 or 21% of the 19 services listed, school D2 offered 5 or 26%, school C1 offered 7 or 37%, and schools B1 and D1 both offered 9 or 47% of the reader services listed. The range for the A1-D1 group of librarians was from 4 to 9 of the reader services listed with an average for the group of 6 3/4 services or 38%

of the 19 services. While the range for the A2-D2 group of librarians was from 0 to 5 of the reader services listed or an average of 12% of the 19 services.

Reader Services Offered in Three Library Programs

Table 29 lists the 14 reader services which were each offered by three librarians in the study. Eight of these services are from the category of Accessibility and Availability of Services and Materials, three from the category of Services to the Teaching Staff and Administration, two from the category of Services to Students--Guidance in the Selection and Use of Materials, and one from Miscellaneous Services. From the table one can see that the librarian of school A1 offered all eight of the services listed under the first category.

Special explanation is needed about the different ways in which the librarians trained projectionists. While the librarians of schools A1 and C1 assumed the responsibility for training projectionists, the librarians of school B2 did not. In this school members of the projectionists' group trained new members who wished to join. They not only had assumed the responsibility for this training but had also written a manual of procedures for projectionists to follow when they were setting up equipment and showing films or filmstrips.

Paperback books were sold in the libraries of schools A1, B1, and C1. Although much of the responsibility for this service fell on the librarian, in all three schools this was a money-making project for the student library club. Between 100 and 150 different titles were kept on the racks at all times in each school. The titles included a wide range of materials to meet individual needs and interests; classics as

TABLE 29

READER SERVICES OFFERED IN THREE LIBRARY PROGRAMS AND THE FREQUENCY WITH WHICH THEY WERE OFFERED

Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Accessibility and Availability of Services and Materials								
7. Audiovisual materials for use in the library--								
Pictures	D			M				M
8. Audiovisual materials for home use--Maps	D		D					BW
9. Audiovisual materials for classroom use--								
Slides	W						W	M
Pictures	W			M				TS
11. The librarian trains projectionists	S			*	S			
12. The librarian schedules projectionists	W			W	M			
18. Paperback books are available--								
In multiple copies for class use	M		M				S	
19. Paperback books are sold in the library	D		D		D			
Services to the Teaching Staff and Administration								
23. Orientation is provided to all faculty about new library services by means of--								
Printed notices			TS				S	S
31. The librarian consults with the staff about--								
Library services			W		S		BW	
35. Bibliographies are prepared for teachers				Y	S			TS
Services to Students--Guidance in the Selection and Use of Materials								
44. Individual guidance is given through--								
Conferences with teachers on individual reading needs of students	M			S			M	
47. The school newspaper publicizes--School library activities			BW				BW	TS
Miscellaneous Services								
57. Other services--Interlibrary loans		S			M		M	

TABLE 29 (Continued)

Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Total number of services offered by each librarian	9	1	6	6	6	0	7	7
Per cent of the 14 reader services offered in three library programs which were offered by each librarian	64%	7%	43%	43%	43%	0	50%	50%
Number of services which each librarian offered								
D-Daily	3		2		1			
TW-Twice Weekly								
W-Weekly	3		1	1			1	
BW-Biweekly			1				2	1
M-Monthly	2		1	2	2		2	2
TS-Twice a Semester			1					3
S-Once a Semester	1	1		1	3		2	1
Y-Yearly				1				

*In school B2 student members of the projectionist group trained new members.

well as current materials were among the titles available. However, the emphasis was upon titles which had popular appeal to the young adult reader. In addition to the paperbacks sold from the rack in school A1, teachers who wanted multiple copies of paperbacks for class use ordered them through the library, so that the library club could have the profits from the order. At school C1 the library club held special paperback book sales at various times during the school year to push titles which did not sell well, to advertise a special library activity, or for a special occasion.

The selling of paperback books was a popular service in all three schools. There was not a period during the school day when students and teachers did not stop to browse over the paperback titles. With the exception of school D1 paperback books were not sold by any other group in any of the remaining schools in the study. In school D1 it was traditional for the junior class to sell paperbacks to raise funds for their project. The librarian was not involved in this undertaking except for occasional advice on titles.

The librarians of schools B1, D1, and D2 all sent notices to the teachers about new library services. While the librarian of school A1 did not do this, an article about the school library was included in the school district's newsletter for the staff and administration.

From the totals given in Table 29 one can see that of the 14 reader services offered in three library programs, school A1 offered 9, D1 and D2 each offered 7, B1, B2, and C1 each offered 6, A2 offered 1, and C2 offered none. These latter two librarians are the same ones who did not offer any of the reader services listed in the previous two tables. The range in the number of reader services, which were offered in three library programs, for the A1-D1 group of schools was 6 to 9 services or an average of 7 services per school or 55% of the 14 services listed. The range for the A2-D2 group was from 0 to 7 services with an average of 3 1/2 per school or 24% of the 14 reader services listed.

Reader Services Offered in Four Library Programs

Table 30 lists the 17 reader services which were found in the library programs of four schools in the study. These 17 services comprised 11% of the total 154 reader services on the checklist. They were from all the categories of services with the exception of Miscellaneous Services. Seven of the services listed fell under the category of Accessibility and Availability of Services and Materials, seven under Services to Students--Guidance in the Selection and Use of Materials, two under Services to the Teaching Staff and Administration, and one under Services to Students--Library Instruction.

It is at this point, where half of the librarians offered the reader services listed, that a librarian offered the total number. This was the librarian of school A1. It is also at this point that a librarian of the A2-D2 group offered more than 50% of the services listed. This was the librarian of school B2.

Since there was variation in student access to the library in the different schools, service No. 2 will be described in more detail. The libraries of schools A1, B1, C1, and D2 were open for the entire school day for any individual or groups desiring to use them. In school A1 the library was open from 8:00 AM to 4:00 PM or later if students were still using it. Although this librarian took an hour for lunch each day, the library was not closed during this time. The only time this library was

TABLE 30

READER SERVICES OFFERED IN FOUR LIBRARY PROGRAMS AND THE FREQUENCY WITH WHICH THEY WERE OFFERED

Services	Schools A1	A2	B1	B2	C1	C2	D1	D2
Accessibility and Availability of Services and Materials								
2. The library is available for use during the entire school day for individuals and groups	D		D		D			D
7. Audiovisual materials for use in the library include--Tapes	D		D		D			W
9. Audiovisual materials for use in the classroom--Maps	TW		D	M				M
10. Audiovisual equipment is available for home use--By teachers	W		TW		D		W	
13. The librarian schedules the use of audiovisual materials and equipment	W			W	D		W	
20. Collections of college catalogs are available for--								
Home use	D					W	Y	Y
Use in the library	D					TW	Y	Y
Services to the Teaching Staff and Administration								
26. A separate professional collection is maintained including--								
Professional journals	D		D		D		D	
30. The librarian provides statistics on library use and indicates areas of the collection and of services which need to be improved	M	Y	S				Y	
Services to Students--Library Instruction								
41. The use of reference books and library tools is taught to--								
Small groups of students	TW		D	M	D			

TABLE 30 (Continued)

Services	Schools A1	 A2	 B1	 B2	 C1	 C2	 D1	 D2
Services to Students--Guidance in the Selection and Use of Materials								
43. Group guidance is provided through--								
Displays in the library	BW		D	TS				M
44. Individual guidance is provided through--								
Conferences with individual students	D		D	BW			D	
Conferences with the guidance counselor	M			M	S		M	
Recommendation of materials to be used with individuals in remedial programs	W		W				BW	TS
50. A book fair is sponsored by the librarian	S			Y	Y		Y	
54. Special observance of--								
Book week	Y			Y	Y		Y	
National library week	Y		Y	Y	Y			
Total number of services offered by each librarian	17	1	11	9	10	2	11	7
Per cent of the 17 reader services offered in four library programs which were offered by each librarian	100%	6%	65%	53%	59%	12%	65%	41%
Number of services which each librarian offered								
D-Daily	6		7		6		2	1
TW-Twice Weekly	2		1			1		
W-Weekly	3		1	1		1	2	1
BW-Biweekly	1			1			1	
M-Monthly	2			3			1	2
TS-Twice a Semester				1				1
S-Once a Semester	1		1		1			
Y-Yearly	2	1	1	3	3		5	2

closed to students occurred when a teacher with a large class brought the entire group to the library. The librarian reported that this was a rare situation. The students of this school came to the library without passes from teachers. They were requested to sign an attendance sheet as they entered.

The pattern of accessibility to library services in school B1 was similar to that of A1. Students came to the library without passes unless they were coming from a classroom. The library was closed for thirty minutes every week when the school activity clubs met. All the students of the school were involved in an activity club at this time, and the student library assistants' club used the library for its meeting. In both schools A1 and B1 students who had been barred from the library for disciplinary reasons were allowed to use the library to prepare class assignments.

The same pattern of access was found at school C1. In this school students were required to indicate from which class they were coming when they signed the library attendance sheet. The study hall of the school was situated next to the library, and there was constant traffic between the study hall and the library. Students coming from the study hall during a period did not sign the library attendance sheet.

In theory these three librarians limited the use of the library to students using library materials. Students studying their textbooks were to use the study halls for this purpose. However, the librarians of schools A1 and C1 did not enforce this rule unless the library was so crowded that the students who wanted to use library materials did not have room in which to work. At school B1 the students could not bring their textbooks into the library. This library was used for reading, reference, and research. The librarian kept on the reserve shelves a copy of each textbook used in the school in case a student needed to refer to a text while he was studying.

One will remember that at school D2 the library also served as a study hall. For this reason, students were assigned to the library for one or more periods each day. The use of this library as a study hall did not prohibit individuals and groups from using it at any time during the school day.

At schools A2, B2, C2, and D1 the students did not have access to the library throughout the entire school day. The library of school D1 was closed during the lunch hour. The librarian started the school year by giving students access to the library for the entire day, but had been forced to close it during the lunch hour. All the students and staff of this school had the same lunch hour, therefore no one was available to supervise the library at this time. In addition, the student lounge was next to the library and several unfortunate incidents had happened while the library was left unsupervised during the noon hour. This librarian believed that because the library was also used as a study hall its use by individuals and small groups was somewhat restricted.

In the remaining three schools the libraries were not only closed during the lunch hour but there were further restrictions upon access. At school A2 the library opened ten minutes before classes started in the morning and closed as soon as classes were dismissed at the end of the day. Any student who did not have a study period (about 12 students) during the day had no access to the library. In addition students who were on probation in this school were not allowed to participate in sports or the music program, or to use the school library. Although there was direct access from the study hall into the library in this school, the librarian discouraged the traffic flow from one to the other. The doors between the two rooms were kept open at the school administrator's insistence; the librarian would have liked them closed.

In school B2 it was necessary for students to have a pass from a teacher or study hall supervisor to use the library. Although the study hall was next door to the library, students who came into the library from the study hall were not allowed to stay longer than fifteen minutes. They could not come from the study hall until their studying was finished, and then they were to come only long enough to select something to read.

At school C2 the library was closed every noon for one and a half hours. This gave the librarian time for her lunch hour and a free period each day. In addition, at the time of the investigator's visit to the school, the library was closed during the last period of each school day. The librarian believed the students using it during that period were unruly, and she closed the library to student use. This librarian had further restrictions concerning student use. Students were not allowed to bring to the library their textbooks, their own books or magazines, or books which they had previously checked out of the library. When students came into the library, the materials which they brought were checked by the librarian. The library was divided into sections. The students sat in one section if they wanted to use reference materials, in another to use books from the general collection, and in still a third to read magazines or newspapers.

Table 30 shows that only the librarians of schools A1, A2, B1 and D1 provided statistics on library use and indicated areas of the collection and of services which needed to be improved. This information for the school administration took a different form in each of these schools. The librarian of school A2 did not prepare any written reports for the administration or keep any records of library use. Once a year this librarian reported verbally to the school superintendent about the areas of the collection which were weak. This report was based upon her inventory list.

At school A1 the school administration did not require any reports from the librarian. However, once each month the librarian prepared a report for the school principal. This report included statistics on library use, circulation, and the size of the collection. At the end of the school year this information was incorporated into the annual report of the principal. In addition, each year the librarian worked with the business manager of the school district providing information about future library needs and preparing the library budget for the coming year.

The librarian of school B1 did not prepare an annual report for the school board. However, he did prepare a brief resume of the library program to be included in the annual report for the whole school. Also, the budget proposal submitted by this librarian to the school board was extensive. This proposal included: (1) a comparison of the library collection and program with the 1960 Standards for School Library Programs[9] and with the different phases of library development found in the Standards for School Library Programs in Illinois,[10] (2) a statement of library goals and objectives for the coming year, and (3) a request for the funds needed to carry out the planned program. In this school, the library budget for each year was the second highest for any department within the school. Only the budget for the Industrial Arts department was higher. In addition to these methods of reporting to the school board, this librarian prepared brief reports about library matters throughout the year, e.g., about changes in service; on research conducted to evaluate a part of the program; or requests for funds for special materials, services, and equipment which had not been included in the budget.

The librarian of school D1 prepared both an annual report and an annual budget request which were submitted to the school administration. These did not include statistics on library use but reported changes in the library program and areas of the collection and of services which needed to be improved.

There was an interesting variation in the types of displays prepared by the four librarians who offered this service (No. 43). In schools A1 and B1 books and materials were the focal points of the displays, while in school B2 it was art work and in school D2 the students' work. In school A1 the displays consisted of materials related to a special event or a topic of current interest to the students. In school B1 individual books were displayed throughout the library. Under each book was a caption related to that book--"Today's Good Story," "A Historical Inquiry," "Current Affairs," etc. The librarian had 6 to 8 books displayed in this way each day. By the end of the day the books had been checked out by students and were replaced by the librarian for the next day. The librarian of school B2 had the most elaborate displays. Since the school did not have an art course, this librarian tried to provide the opportunity to do art work by asking students to prepare posters for the library. In school D2 the librarian coordinated displays of books and materials with the students' class projects. At the time of the investigator's visit to the school the display consisted of geometrical figures made by a mathematics class and related library materials.

While the librarian of school D1 had not had special displays in the library, this was a service she was adding. At the time of the investigator's visit to the school she was arranging with the art teacher to display some of the students' work along with library materials.

Four of the librarians (A1, B2, C1, and D1) reported conferring with the guidance counselor, however only one reported that these conferences went beyond disciplinary, study, or reading problems of the students. The librarian of school C1 consulted with the counselor about what college and vocational materials should be in the library collection. She also talked with the counselling staff about whether or not a student should give up his study periods to become a student library assistant.

Table 30 shows that of the 17 reader services which were offered by half of the librarians in the study, one librarian offered 1 service and another offered all 17 of the services. The librarians of schools A2 and C2 continued to offer the fewest number of the services listed; the librarian of school A2 offered 1 service and the librarian of school C2 offered 2 services. The range in the number of the 17 reader services which were offered by the A2-D2 group of librarians was from 1-9 services, or an average of 4 3/4 services per librarian in this group. In terms of percentages the average for this group was 28% of the 17 reader services. At the same time the range for the A1-D1 groups of librarians was from 10-17 services with an average of 12 1/4 services per librarian or 72% of the reader services listed.

Reader Services Offered in Five Library Programs

Table 31 lists the 15 reader services which were offered in the programs of five librarians in the study. More than two-thirds of these services fell within the categories of Accessibility and Availability of Materials and of Services to the Teaching Staff and Administration. Also, two-thirds of the 15 reader services, which were offered by five librarians, were included in the programs of all the libraries in the A1-D1 group. The librarian of school D1 did not have filmstrips, recordings, or audiovisual equipment for use in the library. This library did not have enough audiovisual equipment with which to use these materials in the library and at the same time to lend to the classrooms. The librarian of school C1 did not provide materials for teachers to use in the preparation of exhibits and bulletin boards, and did not assist student organizations in using the resources of the library for their projects.

Schools A2, B2, and C2 did not include a professional collection as a part of the library. This did not mean that professional materials were not available for the teachers to use. In schools A2 and B2 these materials were housed in the teachers' lounge, while at C2 they circulated among the teachers or were kept in the school office. In all three cases it was the school administrator who took the responsibility for acquiring the materials.

TABLE 31

READER SERVICES OFFERED IN FIVE LIBRARY PROGRAMS AND THE FREQUENCY WITH WHICH THEY WERE OFFERED

Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Accessibility and Availability of Services and Materials								
7. Audiovisual materials for use in the library include--								
Filmstrips	D		D	M	BW			M
Recordings	D		D	BW	D			TW
9. Audiovisual materials for use in the class-room--								
Tapes	TW		D		TW		TW	W
10. Audiovisual equipment is available for--								
Library use	D		D	BW	D			TW
18. Paperback books are available--								
To duplicate heavily used titles	D		W		D	M	W	
21. Vocation materials are available--								
For use in the classroom	D		TW		W		Y	Y
Services to the Teaching Staff and Administration								
23. Orientation is provided to all the staff about new library services through--								
Faculty meetings	TS		TS		M		M	TS
26. A separate professional collection is maintained including--								
Professional books	D		D		D		D	TW
28. The librarian provides materials for teachers to use in preparing exhibits and bulletin boards	M		M	BW			M	M
32. The librarian provides opportunities for staff participation in book selection by--								
Providing forms for recommending materials	Y	Y	S		Y		S	
34. Teachers are given assistance in the development of reading lists for units of study	M		M		S		S	M

TABLE 31 (Continued)

Services	Schools A1	A2	B1	B2	C1	C2	D1	D2
Services to Students--Library Instruction								
41. The use of reference books and library tools is taught to--								
Individual students	D		D	W	D		D	
Services to Students--Guidance in the Selection and Use of Materials								
43. Group guidance is provided through--								
Bulletin boards in the library	W		BW		W		BW	BW
Miscellaneous Services								
55. The librarian assists student organizations in using the resources of the library for their projects	M		M	S			M	TS
56. The librarian sponsors a student librarians' group	BW		W	M	BW		BW	
Total number of services offered by each librarian	15	1	15	7	13	1	12	11
Per cent of the 15 reader services offered in five library programs which were offered by each librarian	100%	7%	100%	47%	86%	7%	80%	73%
Number of services which each librarian offered								
D-Daily	7		6		5		2	
TW-Twice Weekly	1		1		1		1	3
W-Weekly	1		2	1	1		1	1
BW-Biweekly	1		1	3	2		2	1
M-Monthly	3		3	2	2	1	3	3
TS-Twice a Semester	1		1				2	
S-Once a Semester			1	1	1		2	
Y-Yearly	1	1			1		1	1

The materials which the librarians provided for the teachers to use in the preparation of exhibits and bulletin boards generally included books, pictures and magazines. However, the librarian of school B2 provided paper, letters and art supplies.

All the librarians in the A1-D1 schools assisted teachers in the development of reading lists for units of study whenever a teacher requested this service. In school A1 this reader service took two forms. One was the actual preparation of a reading list or a list of supplementary materials to be used with a unit of study. The other was to put all the materials on the topic of the unit in a special location in the library for students to use. The science and mathematics teachers often requested the librarian to do the latter. During the 1967/1968 school year this librarian had prepared reading lists for the world history, humanities, rhetoric and remedial reading teachers. In addition she clipped and filed editorials on subjects which the students commonly selected for term papers.

The remaining three librarians in the A1-D1 group all prepared reading lists for the teachers to use when suggesting term paper topics to students. In addition the librarian of school D1 was in the process of compiling subject lists of materials found in current periodicals which would be useful to students writing term papers. In school B1 the English and science teachers regularly asked the librarian for assistance in the preparation of reading lists when they developed new units of study. During the spring semester of the 1967/1968 school year this librarian had prepared reading lists on drugs, alcohol, and smoking for the health science teacher and one on cancer research for the biology teacher.

During the spring semester the librarian of school C1 had compiled extensive reading lists on the American Revolution and the Civil War for the social studies teachers.

The librarian of school D2 was the only librarian in the A2-D2 group who offered this service. She prepared about ten reading lists a year on a wide range of subjects. During the 1967/1968 school year she compiled reading lists on the following topics: the romantic period in literature, historical fiction, basketball fiction, the Victorian era in literature, world history--arranged by country, the Great Books in the high school library, biographies of scientists, twentieth century U.S. history, and theme topics for the consumer education classes.

While the librarian of school B2 did not prepare reading lists for teachers she had a "general reading list" for students to consult for ideas of materials to read. This was an annotated list of titles on 3x5 inch cards. The titles were taken from Good Reading.[11]

The assistance which the librarians gave to student organizations was to provide them with library materials to use in displays and exhibits. During the spring semester of the 1967/1968 school year, the librarian of school A1 had provided materials for a special project of the Latin Club, for the experimental display which was an annual project of the physics students, and for a special display at the high school by the Boy Scouts. In addition, she had provided materials for special projects of the English literature classes.

This was a service which the librarian of school D1 provided primarily for the debate team. She worked closely with this group of students, locating materials for them to use. As was already mentioned, this librarian also assisted the junior class in the selection of paperback book titles which they sold.

Each year the librarian of school D2 provided both the Industrial Arts Club and the Future Homemakers of America with materials for their bulletin board exhibits. She also provided pictures for the renaissance newspaper which was published by the world history classes, and materials for the Shakespeare displays of the English classes. In addition to providing materials, she designated one corner of the library bulletin board as the Amateur Poetry Corner. Students were allowed to post their original poems and short compositions in this space.

The librarian of school B1 went beyond the provision of library materials in assisting student organizations with their projects. He maintained a special account with the Baker & Taylor Company which student groups could use to purchase materials for their projects. In this school the big display of the year was the American Heritage project sponsored by the Future Farmers of America. The librarian spent a great deal of time each year helping the members of this group locate materials for their display.

The librarian of school B2 loaned audiovisual equipment for school groups to use in presenting their programs. However, she did not help the student groups select or acquire materials to use for their programs.

Special mention also needs to be made of the student library assistants groups which were sponsored by five librarians in the study. The librarians of schools A2, C2, and D2 did not sponsor such a group. At schools A2 and D2 the librarians had student volunteers who were responsible for the circulation desk throughout the day. These students had no other responsibilities and never met as a group. In both cases, the librarians provided this volunteer help with the minimum of training and supervision. At school C2 the librarian had eight volunteer student workers. She did not meet with them as a group but gave them instruction individually about what she wanted them to do. Manning the circulation desk was their only responsibility. These students were not very regular in attendance and the librarian often found herself in charge of the circulation routines. Prior to this librarian, the school had a very active library student assistants organization called the "Colophon Club."

Each of these student groups had its own unique characteristics. At school A1 the library student organization was a large group of approximately fifty students. Of this number eighteen were seniors who had been members of the group since they had been freshmen. Each student in the group had to maintain a certain grade point average to remain an active member. These students had complete charge of the circulation desk routines, readying audiovisual equipment for classroom use, as well as typing and other clerical activities. The group met every two weeks for a half-hour meeting during the home room period. They also held social events throughout the school year: a bowling party, a Christmas party, a buffet dinner, etc. During the 1967/1968 school year this group had made $553 from its book fairs and sale of paperback books.

Although the student library assistants' group at school B1 had only twenty members they were a very active group. Like the above group, the members at this school also had to maintain a certain grade point average to remain active. These students were responsible for circulation routines, bulletin boards and posters for library exhibits, inventory of the collection, and some typing. In addition to these responsibilities, they had carried out several special projects. Two students had made title and subject analytics for the short stories, plays, and biographies in collected works and anthologies. At the time of the investigator's visit, one member was wrestling with the problem of filing cards and shelving books of authors whose names started with "Mac" and "Mc." This group of students participated in the activities of the Illinois Association of Student Librarians and the Student Librarians of East Central Illinois. They issued the newsletter (Hi-Li News) for this latter organization. In addition to social events, the group met weekly during the school's activity period. One of the unusual projects of this group was their author teas. Every few years, with a great deal of assistance from the librarian, they invited an Illinois author to a tea at the school to discuss his work. Members of the student body and school staff were invited to these teas, as well as people from the community.

In schools C1 and D1 the activities of the student library assistants' groups were not as extensive as those discussed above. The librarian of school C1 checked with the guidance counselor to ascertain whether or not a student could afford to give the time needed to be an active member of this group. There were twenty-five members in the group. Like the student organization at school A1, this group included both student librarians and projectionists. At school D1 the librarian insisted that students have references from teachers before they could join the library assistants' club and that they maintain a certain grade point average to remain active. At the time she joined this school staff, the library assistants' club was a large unwieldy group with many poor students. She had taken the above measures to cut the size of the group and to improve its quality. Since this librarian had a half-time clerical assistant, the student volunteer assistants were responsible only for circulation routines. However, at school C1 the student assistants were responsible for circulation routines, and projecting audiovisual materials for teachers. In addition, these students did some of the typing, filing of catalog cards, and other clerical tasks. The group at school C1 sold paperback books and held a book fair to raise funds for library projects, while the group at D1 held only a book fair. Since neither of these schools provided time in their schedules for student activity clubs, these two library groups did not meet regularly.

The student library assistants' club at school B2 was a rather loosely organized group of students. They were divided into two subgroups: library assistants and projectionists. Each group had written its own guidelines without any leadership from the librarian. The librarian did not insist the students maintain a certain grade average in order to belong to the group. The club tended to attract the poorer students rather than the better ones. The students met monthly for a combined business-social meeting. Each year they had a book fair to raise funds, but unlike the other groups, they made only enough profit for the activities of the club.

The total for Table 31 show that of the 15 reader services, which were offered in five library programs, two schools (A1 and B1) offered all 15 and schools C1 and D1 offered 13 and 12 services, respectively. Each of the schools in the A1-D1 group offered 80% or more of the 15 services listed. The average for this group was 91% of the services offered by five librarians. In the A2-D2 group of librarians the range was from

7% to 73% of the 15 services listed with an average of 34%. Only one librarian in this group offered more than 50% of the services and two offered only one of the 15 services.

Reader Services Offered in Six Library Programs

Table 32 lists the 13 reader services which were found in the library programs of six librarians in the study. Seven of these services fell under the category of Accessibility and Availability of Services and Materials, four under Services to the Teaching Staff and Administration, and two under Services to Students--Library Instruction. None of the services listed fell under the remaining two categories. Only one of these reader services was not offered by all the librarians in the A1-D1 group of schools. The librarian of school C1 did not have maps available for use in the library.

Three of the services listed in Table 32 need special explanation. The definition of a flexible circulation policy varied from school to school. At the two schools (C2 and D2) which did not offer this service, the librarians had rigid circulation rules, and few exceptions were made to these rules. In school C2 it was necessary for students to pay library fines before their report cards would be issued. Although the other librarians in the study had rules in regard to loan periods for the different types of materials and fines, these were flexible and students were allowed to keep materials for longer periods if they were not needed by other students. This policy included reserve materials and periodicals. In school C1 the circulation rules varied from time to time depending upon the demand for materials. These rules were very lax most of the semester, and more rigid when students were writing term

TABLE 32

READER SERVICES OFFERED IN SIX LIBRARY PROGRAMS AND THE FREQUENCY WITH WHICH THEY WERE OFFERED

Services	Schools A1	 A2	 B1	 B2	 C1	 C2	 D1	 D2
Accessibility and Availability of Services and Materials								
5. Flexible circulation policies exist for all types of materials	D	BW	D	W	D		D	
7. Audiovisual materials for use in the library--								
Maps	D		D	M		W	TW	M
9. Audiovisual materials for use in the classroom--								
Recordings	TW		D	BW	D		TW	W
Filmstrips	TW		D	BW	D		W	BW
10. Audiovisual equipment is available for--								
Classroom use	D		D	TW	D		D	D
17. Reference materials are loaned for--								
Home use	D		D		D	S	D	TW
21. Vocational materials are available for--								
Home use	D		TW	S	W		Y	Y
Services to the Teaching Staff and Administration								
25. Special notices are sent to the teachers about new materials	Y		S		M	Y	W	M
31. The librarian consults with the teachers about--								
The library collection	TS	Y	W		S		BW	TS
Library resources for instructional units	W		TW	M	TW		W	W
36. The librarian assembles collections of books and materials for teachers to use in the classroom	W		W	S	BW	S	BW	

TABLE 32 (Continued)

Services	Schools A1	A2	B1	B2	C1	C2	D1	D2
Services to Students--Library Instruction								
41. The use of reference books and library tools is taught to--								
Classes	Y		S	Y	S	Y	S	
42. Students are given advice on library tools and materials to use for their own personal research	TW		D	S	D		D	TW
Total number of services offered by each librarian	13	2	13	10	12	5	13	10
Per cent of the 13 reader services offered in six library programs which were offered by each librarian	100%	15%	100%	77%	92%	38%	100%	77%
Number of services which each librarian offered								
D-Daily	5		7		6		4	1
TW-Twice Weekly	3		2	1	1		2	2
W-Weekly	2		2	1	1	1	3	2
BW-Biweekly		1		2	1		2	1
M-Monthly				2	1			2
TS-Twice a Semester	1							1
S-Once a Semester			2	3	2	2	1	
Y-Yearly	2	1		1		2	1	1

papers and the demand for materials was greatest. All the librarians providing this service circulated reference materials. The libraries of schools C1 and D1 did not have duplicate sets for this purpose. The other libraries kept one set in the library and circulated the second set.

In addition to sending special notices to the teachers about new materials in the library, the librarian of school D1 also circulated the latest issue of journals to the teaching staff. When a new issue of a periodical was received, it was placed in the library for one week to give students an opportunity to read it. At the end of this period it was circulated to the teachers.

Advising students about the library tools and materials to use for their own personal research projects (No. 42) refers to the assistance the librarians gave to students wanting materials for the pursuit of their hobbies and interests. This was not assistance in finding materials for assignments and class related projects.

The totals for Table 32 show that three librarians provided all of the 13 reader services listed. These were all from the A1-D1 group of schools. The fourth librarian of this group offered 12 of the services listed or 92%. Among the A2-D2 librarians two offered 10 of the services listed or 77%, one offered 5 services or 39%, and the fourth offered 2 services or 15% of the total number which were found in six library programs in the study. The A1-D1 librarians offered an average of 98% of the services which were found in six library programs, while the A2-D2 librarians offered an average of 52% of these services.

Reader Services Offered in Seven Library Programs

Table 33 lists the six reader services which were offered by seven librarians in the study. Three of these services were under the category of Accessibility and Availability of Services and Materials, two under Services to the Teaching Staff and Administration, and one under Services to Students--Guidance in the Selection and Use of Materials.

Only two of these services need further explanation. Three of the librarians in the A2-D2 group of schools filed publishers' catalogs and book announcements for the teachers to use when they were selecting materials to be ordered during the spring semester. These catalogs and announcements were not circulated to the teachers by the librarian, but were kept in case a teacher requested information about a book. In school B2 the librarian's only role in the book selection process was to provide the teachers with bibliographic information about the materials they were ordering for the library. The librarians of the A1-D1 group all provided this service to teachers. In each of these schools, publishers' catalogs and book announcements were circulated to the teachers upon receipt. In school A1 the librarian put these materials in the teachers' lounge. Once a year, the librarian of school C1 sent book order forms to each teacher along with book catalogs of library materials in their subject areas, requesting them to list any materials which they would like ordered for the library collection.

Instruction in the use of the library was provided for English classes in seven of the schools. The librarian of school D2 did not offer this service. All library instruction in this school was provided by the English teachers who followed the outline of the program of library instruction developed by the previous librarian. This outline included an annotated list of reference materials.

TABLE 33

READER SERVICES OFFERED IN SEVEN LIBRARY PROGRAMS AND THE FREQUENCY WITH WHICH THEY WERE OFFERED

Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Accessibility and Availability of Services and Materials								
3. Collections of materials are loaned to teachers for classroom use	W	Y	W	S	Y	BW	W	
17. Reference materials are loaned for-- Classroom use	D	TS	D		D	W	D	D
21. Vocational materials are available for-- Use in the library	D	S	S	M	TW		Y	Y
Services to the Teaching Staff and Administration								
32. The librarian provides opportunities for staff participation in book selection by-- Sharing indexes, publisher' catalogs, etc.	Y	Y	S	Y	M	M	M	
33. Instruction in the use of the library is provided for-- English classes	Y	Y	S	Y	Y	Y	Y	
Services to Students--Guidance in the Selection and Use of Materials								
44. Individual guidance is provided through-- Assistance in the selection of materials	D	D	D	D	D		D	D
Total number of services offered by each librarian	6	6	6	5	6	4	6	3

TABLE 33 (Continued)

Services	Schools A1	A2	B1	B2	C1	C2	D1	D2
Per cent of the 6 reader services offered in seven library programs which were offered by each librarian	100%	100%	100%	83%	100%	66%	100%	50%
Number of services which each librarian offered								
D-Daily	3	1	2	1	2		2	2
TW-Twice Weekly					1			
W-Weekly	1		1			1	1	
BW-Biweekly						1		
M-Monthly				1	1	1	1	
TS-Twice a Semester		1						
S-Once a Semester		1	3	1				
Y-Yearly	2	3		2	2	1	2	1

In the remaining schools the amount of library instruction and the scope of materials covered varied a great deal. In schools A2 and C2 the library instruction provided for the freshman English classes was no more than one class period of library orientation each year. The librarian of school C2 had no particular topics to be covered when she discussed the library program with the freshman English classes. This librarian also was willing to schedule meetings with the other English classes to explain library tools, if the teacher requested this service. Since the English teachers did not often make such a request, actual library instruction at this school was scanty. In the meetings with English classes, which were requested by the teachers, the librarian discussed briefly the reference books which the teacher wanted emphasized. In school A2 the librarian met with each freshman English class for one class period at the beginning of each school year. During this period she discussed:

The physical layout of the library
How to open a new book and the types of bookmarks to use
The card catalog and the information on a catalog card
Call numbers
The classification "story"
The arrangement of books on the shelves.

In school B2 the librarian met with each of the freshman English classes for six class periods at the beginning of each school year. During the first period three filmstrips were shown to the students: "The Dictionary in Action," "Making the Library a Learning Center," and "Cooperation with the Librarian."[12] The students were asked to draw a diagram of the library, in which they indicated the arrangement of materials and equipment, during the second period. For the third session each student was given an outline of the classification system and asked to memorize the major classes. Reference books and the Readers' Guide were explained during the fourth meeting. Mimeographed sheets showing the different types of catalog cards were distributed and explained to the students at the fifth session. And finally, the sixth period was a problem session in which each student was given a list of names to alphabetize and a set of questions to answer using the encyclopedias.

All the librarians of the A1-D1 schools provided library instruction for the English classes of all the grade levels. The instruction for the freshman classes consisted of orientation to the library program and an introduction to the library tools which they would use frequently during their high school careers. At this time the students of school D1 were each given a copy of the library handbook explaining library procedures and the basic library tools. The librarian of school A1 used several published texts on library instruction as guidelines for her progaam. She had mimeographed sections from the various texts to distribute to the students in the freshman English classes. The librarian of school B1 was using several published texts and a filmstrip in his program of library instruction for freshman classes.

In the A1-D1 group of schools library instruction was provided for the English classes of grades 10-12 whenever a teacher requested it. Usually this was once a year just before the students wrote term papers. The pattern for this instruction was much the same in all four schools. It consisted of a review of the library tools and reference materials which had been explained to the students earlier and of an introduction to additional reference sources and specialized tools which the students would need in the writing of their term papers.

Both the librarians of schools B1 and C1 had plans to improve their programs of library instruction to the English classes. The librarian of C1 was working with the teachers in each of the subject areas on outlines of the library instruction to be given for the different classes. The objective of this instruction was to prepare each student to do independent study. The librarian of school B1 planned to improve the continuity of his program of instruction as well as to make it more extensive. He believed that in the past the library's reference collection had not been adequate enough to do this.

Table 28 listed the librarians of schools C1 and D1 as the only ones giving library instruction to the social studies classes. Again, this was just before term papers were written by the students.

Of the six reader services offered in seven library programs, the librarians in the A1-D1 group offered all of them. This is the first point at which a librarian of the A2-D2 group offered all of the reader services listed. This was the librarian of school A2. It was also the point at which all of the librarians in this group provided 50% or more of the reader services listed. The A2-D2 group of librarians offered an average of 77% of the reader services which were found in seven library programs.

Reader Services Offered in Eight Library Programs

Table 34 identifies the two reader services which were offered in all eight library programs in the study. In schools A2, B2, and C2 the librarians did not have very extensive reserve collections. In the

TABLE 34

READER SERVICES OFFERED IN EIGHT LIBRARY PROGRAMS AND THE FREQUENCY WITH WHICH THEY WERE OFFERED

Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Accessibility and Availability of Services and Materials								
4. Books are place on reserve	D	S	D	M	D	M	W	BW
Services to Students--Guidance in the Selection and Use of Materials								
44. Individual guidance is provided through-- Assistance in the location of materials	D	D	D	D	D	TW	D	D
Total number of services offered by each librarian	2	2	2	2	2	2	2	2
Per cent of the 2 reader services offered in eight library programs which were offered by each librarian	100%	100%	100%	100%	100%	100%	100%	100%
Number of services which each librarian offered								
D-Daily	2	1	2	1	2		1	1
TW-Twice Weekly						1		
W-Weekly							1	
BW-Biweekly								1
M-Monthly				1		1		
TS-Twice a Semester								
S-Once a Semester		1						
Y-Yearly								

first two schools this was the result of inadequate space in which to house a reserve collection. The librarian of school C2 did not like to put books on reserve. She believed that it limited their use. However, she did this at the insistence of the English and science teachers, and also in preference to lending materials to teachers for use in the classroom.

Reader Services Which Each Librarian in the Study Considered to Be the Most Important Part of the Program

Further insight is gained into each of the library programs by an examination of the reader services which each librarian listed as the most important services he provided. These services are as follows:

A1. The availability of the library to any student during the entire school day--if the library was not open for use, the other library services would not be available.

A2. Library instruction for freshman English classes and locating materials for students to use for term papers.

B1. Reference and reading guidance, particularly assisting students and teachers with the selection of materials.

B2. Working with the student library assistants and recommending materials to them so they, in turn, can recommend materials to other students.

C1. Working with teachers.

C2. Helping students locate materials.

D1. Making a special effort to work with the teachers so they will be aware of the library services and materials available for their use. Also, borrowing materials from other libraries for teachers to use.

D2. Services to teachers.[13]

From this list one can see that the librarians of schools A2 and C2 considered specific reader services to be the most important in their library programs. These were also the two librarians in the study who offered the fewest reader services. While the librarian of school A1 also considered a specific service as the most important, it was the service which provided teachers and students access to the other services. The librarian of school B1 considered the entire area of reading guidance as the most important part of his library program. The service considered important by the librarian of school B2 could also be classified as reading guidance, although of an indirect nature. The remaining librarians listed services to and work with the teachers as their most important services. The librarians of schools C1 and D1 believed that making the teachers aware of library services and materials was the key to the future development of their programs.

Summary of the Information on the Reader Services Offered in the Eight Library Programs

Tables 35-37 summarize the data discussed in this section. Table 35 shows the number and per cent of the reader services found in one through eight library programs which were offered by each librarian. From the table one can see that the fewer the number of librarians offering a service, the smaller the representation of librarians from the A2-D2 schools. Among this group of librarians, no librarian offered all the reader services listed until the point where the services were found in seven library programs. Among the A1-D1 group of librarians, the librarian of school A1 offered all the services found in four through eight library programs, the librarian of school B1 offered all the services found in five through eight library programs, the librarian of D1 provided all the services found in six through eight library programs, and the librarian of school C1 offered all the services found in seven through eight library programs.

TABLE 35

NUMBER AND PER CENT OF READER SERVICES OFFERED BY DIFFERING NUMBERS OF LIBRARIANS WHICH WERE FOUND IN THE LIBRARY PROGRAM OF EACH SCHOOL

Schools		Number of Librarians Offering the Reader Services							
		1	2	3	4	5	6	7	8
A1	Number of services	*4	4	9	17	15	13	6	2
	Per cent of services	15%	21%	64%	100%	100%	100%	100%	100%
A2	Number of services	0	0	1	1	1	2	6	2
	Per cent of services	0	0	7%	6%	7%	15%	100%	100%
B1	Number of services	10	9	6	11	15	13	6	2
	Per cent of services	38%	47%	43%	65%	100%	100%	100%	100%
B2	Number of services	3	4	6	9	7	10	5	2
	Per cent of services	12%	21%	43%	53%	47%	77%	83%	100%
C1	Number of services	3	7	6	10	13	12	6	2
	Per cent of services	12%	37%	43%	59%	83%	92%	100%	100%
C2	Number of services	0	0	0	2	1	5	4	2
	Per cent of services	0	0	0	12%	7%	39%	66%	100%
D1	Number of services	3	9	7	11	12	13	6	2
	Per cent of services	12%	47%	50%	65%	80%	100%	100%	100%
D2	Number of services	3	5	7	7	11	10	3	2
	Per cent of services	12%	26%	50%	41%	71%	77%	50%	100%
Total number of reader services offered in 1 through 8 library programs		26	19	14	17	15	13	6	2
Mean per cent for services offered by the A1-D1 group		19%	38%	50%	72%	91%	98%	100%	100%
Mean per cent for services offered by the A2-D2 group		6%	12%	25%	28%	33%	52%	75%	100%

*Of the reader services which were found in only one library program, the librarian of school A1 offered 4 of the services or 15% of the total number of services unique to one library program.

Table 36 gives the number and per cent of the reader services in each library program which were used at different frequencies. From the totals in the table one can see that the majority of services provided by the A1-D1 group of librarians were used more frequently than the majority of those offered by the A2-D2 group of librarians. In the first group the differences found in the percentage of services used biweekly or more often and those used monthly or less often were large with the exception of school D1. In this school the percentages of services used most often and those used less often were almost equal. For the A1-D1 group of librarians the mean percentage of the services used biweekly or more often was 63%, while the mean percentage for the services used monthly or less often was 37%. These mean percentages were reversed for the A2-D2 group of schools. In the latter case 34% of the services offered by the group of librarians were used biweekly or more often and 66% were used monthly or less often.

Table 37 shows the number and per cent of reader services from each category that each librarian offered in the library program. One can see that the librarians of schools A1 and B1 each offered one-third or more of the services listed in all of the five categories, and the librarians of schools C1 and D1 each offered one-third or more of the services listed in four categories. Among the A2-D2 group of librarians, the librarians of schools A2 and C2 did not offer one-third of the services listed in any category, while the librarian of school D2 offered more than one-third of the services listed in only one category and the librarian of B2 offered more than one-third of the services listed in two categories. The totals of this table show that the librarians in the A1-D1 group offered from 39%-47% of the total 154 reader services listed,

TABLE 36

FREQUENCY OF USE OF THE READER SERVICES IN THE EIGHT LIBRARY PROGRAMS

Frequency of Use	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Daily								
Number of services offered	27	2	32	2	27	0	11	5
Per cent of total services offered	39%	15%	44%	4%	46%	0	17%	10%
Twice weekly								
Number of services offered	6	0	7	1	3	2	4	5
Per cent of total services offered	9%	0	10%	2%	5%	14%	6%	10%
Weekly								
Number of services offered	11	0	7	4	2	3	10	4
Per cent of total services offered	16%	0	10%	9%	3%	21%	16%	8%
Biweekly								
Number of services offered	3	1	7	7	3	1	7	4
Per cent of total services offered	4%	8%	10%	17%	5%	7%	11%	8%
Monthly								
Number of services offered	10	0	6	16	6	3	11	12
Per cent of total services offered	14%	0	8%	35%	11%	21%	17%	25%
Twice a semester								
Number of services offered	2	1	2	1	0	0	0	9
Per cent of total services offered	3%	8%	3%	2%	0	0	0	19%
Once a semester								
Number of services offered	3	3	8	6	9	2	7	2
Per cent of total services offered	4%	23%	11%	13%	15%	14%	11%	4%
Yearly								
Number of services offered	8	6	3	9	9	3	13	7
Per cent of total services offered	11%	46%	4%	18%	15%	21%	21%	14%

TABLE 36 (Continued)

Frequency of Use	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Total number of services offered in library program	70	13	72	46	59	14	63	48
Number of services offered								
Daily--Biweekly	47	3	53	14	35	6	32	18
Monthly--Yearly	23	10	19	31	24	8	31	30
Per cent of the total services offered								
Daily--Biweekly	68%	23%	74%	32%	59%	43%	51%	38%
Monthly--Yearly	32%	77%	26%	68%	41%	57%	49%	62%

TABLE 37

NUMBER AND PER CENT OF READER SERVICES OFFERED BY EACH LIBRARIAN BY CATEGORY OF SERVICE

Categories	Number of Services in Category	Schools							
		A1	A2	B1	B2	C1	C2	D1	D2
1. Accessibility and Availability of Services and Materials									
Number of Services	56	34	5	28	18	29	8	24	29
Per cent of services in category		61%	9%	50%	32%	51%	14%	43%	51%
2. Services to the Teaching Staff and Administration									
Number of services	36	13	5	18	6	15	4	19	10
Per cent of services in category		36%	14%	50%	16%	43%	11%	53%	28%
3. Services to Students--Library Instruction									
Number of services	7	4	0	5	4	4	1	4	1
Per cent of services in category		55%	0	71%	55%	55%	14%	55%	14%
4. Services to Students--Guidance in the Selection and Use of Materials									
Number of services	51	17	2	19	15	9	1	13	7
Per cent of services in category		33%	4%	37%	29%	18%	2%	26%	14%
5. Miscellaneous Services									
Number of services	4	2	1	2	3	2	0	3	1
Per cent of services in category		50%	25%	50%	75%	50%	0	75%	25%
Total number of reader services	154	70	13	72	46	59	14	63	48
Per cent of the total 154 reader services		45%	8%	47%	29%	39%	8%	42%	31%

or a mean of 43% for the entire group. The librarians in the A2-D2 group offered from 8%-31% of the total 154 reader services listed, a mean of 19% of the total number of services. In this group two librarians (A2 and C2) each offered only 8% of the total number of reader services. The mean deviation for this group, based upon the per cent of services offered, was 11%, while in the A1-D1 group it was 3%.

From Tables 35-37 one can see that the librarians of the A1-D1 group not only offered more reader services but these services were used more frequently. Within this group one finds that the librarians of schools A1 and B1, who had been in their positions for a longer period of time, offered more services than the C1 and D1 librarians, who had been in their positions for a shorter period of time. They not only offered more reader services, but the services had a higher frequency of use. Therefore the pattern for this group, which was predicted in Chapter II, is A1 + B1 > C1 + D1 both on the basis of the number of reader services offered by the librarians and the frequency of use of those services. The predicted pattern was not found in the A2-D2 group of librarians. In this group the length of time on the job was not a factor in the number of reader services offered. However, the following patterns were found for this group:

B2 > A2 + C2

D2 > A2 + C2

B2 + D2 > A2 + C2

One librarian, who had been in her position for five or more years, offered the fewest reader services, and the librarian who offered the most reader services in this group had been in her position for less than three years.

However, a natural ordinal scale is obtained for the four pairs of librarians in the study.

$$A1 > A2$$

$$B1 > B2$$

$$C1 > C2$$

$$D1 > D2$$

$$A1 + B1 > A2 + B2$$

$$C1 + D1 > C2 + D2$$

$$A1 + B1 + C1 + D1 > A2 + B2 + C2 + D2$$

Also, $A1 + B1 > A2 + B2 + C2 + D2$

and $C1 + D1 = A2 + B2 + C2 + D2$

Factors in the Development of the Reader Services in the Eight Library Programs

Reader Services Added by the Present Librarian

A discussion of the ways in which the reader services were developed is needed to understand better the present librarians' contribution to the programs. Table 38 identifies the services which were added to the library program by each librarian. Since the librarians of schools A1, A2, B1, and B2 had been in their positions for five years or longer, they undoubtedly failed to recall some of the services which they had added to the library program. However, based upon those services which the librarians could remember adding to the library programs, one can see that the librarians of the A2-D2 group of schools did not change the library programs a great deal. The librarian of school A2 added four services including a collection of vocational materials and library instruction for English classes. The collection of vocational materials added was not extensive. It consisted of 25 vocational pamphlets which

TABLE 38

READER SERVICES ADDED TO THE HIGH SCHOOL LIBRARY PROGRAM BY EACH LIBRARIAN

Services Added	Schools A1	A2	B1	B2	C1	C2	D1	D2
1. Extended hours of service			x					
2. The library is open for use during entire school day	x		x		x			
3. Collections are loaned for classroom use	x	x	x		x			
4. Books are place on reserve			x				x	
5. Flexible circulation policy	x		x		x		x	
7-14. Entire audiovisual program	x		x		x		x	
15-16. Preparing audiovisual materials for students and assisting students in preparation					x			
17. Lending reference materials	x		x		x		x	
18. Paperback books in collection	x		x					
19. Paperback books sold in the library	x		x		x			
20. College catalogs in library	x							
21. Vocational materials in library	x	x						
23. Pre-school session workshop for teachers					x		x	
24. Orientation meeting for new teaching staff			x					
25. Lists of new materials for teachers								x
26. Professional collection	x		x		x		x	
30. Providing statistics for the administration--	x							
Proposes budget	x						x	
32. Book selection policy			x					
34. Preparation of reading lists for teachers	x		x		x		x	
35. Preparation of bibliographies for teachers					x		x	
33. Instruction for English classes	x	x	x		x			
Social studies classes					x		x	
43-44. Reading guidance			x					
Recommending materials to use with EMH program			x				x	
50. Book fairs	x				x		x	
51. Radio programs	x							
56. Author teas			x					
Projectionists in library club					x			
Procedure manual for student assistants					x			
57. Interlibrary loans		x			x		x	
Providing projectionist for community groups				x				
Totals	16	4	17	1	17	0	13	1

were shelved with the current periodicals. These were used for freshman English papers. One will also remember that the library instruction for English classes was not extensive in this school.

The librarians of school B2 and D2 each had added one service to the library program. In addition to furnishing a projectionist and projection equipment for community groups outside of the school, the librarian of school B2 listed two other services which she had added. These are not shown, since it was questionable whether or not they could be classified as reader services in the high school library program. One was the presentation of book reviews to community groups outside of the school (e.g., American Association of University Women, Literary Club, etc.). These were not reviews of materials for young adults, but reviews of adult materials of interest to these organizations. The second was the involvement of students, who were not doing well in their class work, in art projects. These were not always for library displays or related to library materials.

Although the librarian of school D2 had added only one reader service to the library program, she had expanded several existing services. The reserve collection had been expanded to include vertical file materials, portable listening equipment had been added to the audiovisual program for use in both the library and the classroom, and a subscription to a list of educational T-V programs had been added to the professional collection.

The librarian of school C2 had not added any new services to the library program.

Each librarian of the A1-D1 group of schools recalled adding fifteen or more reader services to the library program. In addition to those listed in Table 38 were several technical services which improved the accessibility of materials for student use. The librarian of school A1 kept a file of materials on local history; the librarian of B1 color-coded catalog cards to indicate pamphlet materials, audiovisual materials, and non-library materials available in the school; the librarian of C1 prepared catalogs of audiovisual and pamphlet materials which were distributed to the teachers; and the librarian of D1 made author, title, and subject analytics for collections of short stories and biographies, as well as indexing material in current periodicals and preparing a list of the audiovisual materials available. In addition all the librarians of this group had incorporated classroom collections into the library collection.

Reader Services Dropped by the Present Librarian

No reader services had been dropped by the librarians of the A1-D1 group of schools since coming to their present positions, and only a few had been dropped by the librarians of the A2-D2 group. Three of the librarians (A2, C2, D2) of the latter group dropped the student library assistants' club which had formerly been sponsored by the school librarian. The librarian of school D2 no longer assumed the responsibility for library instruction for the English classes. The instruction was thereafter presented by the English teachers, who followed the guide prepared by the former librarian. This guide included an annotated list of reference materials. The librarian of C2 had cut down the number of hours the library was open for use by the students, closing during the noon hour, the librarian's free period, and the last period of the school day. In addition, this librarian discouraged the practice of putting on reserve materials which were assigned by the teachers. In school A2 the collection of college catalogs had been transferred from the library to the counselor's office.

The librarians of schools A2, C2, and D2 had each dropped two reader services from the school library program, while the librarian of school B2 could recall dropping only one. This librarian no longer worked with the teachers to select materials for the library collection. This responsibility had been entirely assumed by the teachers. The librarian's only contribution was to provide the bibliographic information to facilitate ordering the materials selected.

Studies by the Librarian to Evaluate the Reader Services

Only the librarians of schools A1 and B1 had conducted any studies to evaluate the reader services which they included in their library programs. Both librarians kept records of library use before and after the study hall was separated from the library to determine whether or not the students were accepting the library as a library rather than as a study hall. The librarian of school B1 still had the records from this study. These showed that, when comparing a two month period after the separation of the study hall with the same two months of the previous year, the before school use of the library increased 23% and the use during the day increased 34%. In addition to the above projects, both librarians kept records of the use of different library services to determine the need for the service, the need for a new service, or the expansion of an old one. Both also did literature research on ways to improve the existing services or to develop new services.

Sources of Information Used to Develop New Reader Services

Table 39 lists the sources of information used by each librarian in developing the library programs. The librarians ranked these sources of information in order of importance to them in the development of their programs. The librarians of the A1-D1 group of schools were all able to list and rank four sources of information which were useful to them, but three of the librarians in the A2-D2 could not. The librarian of school A2 could list only two sources which were important to her in her work, the librarians of schools C2 and D2 listed three sources, and the librarian of school B2 four sources.

The opinions of the two groups of librarians about the usefulness of library science courses were reversed. The librarians in the A1-D1 group of schools all considered their library science courses to be of major importance to them, while those of the A2-D2 group considered them to be of minor or no importance. Three librarians in the group with Masters' degrees in library science rated their courses as first in importance to them. The fourth librarian ranked his courses as second in importance. He listed professional reading as first because it up-dated his course work. Three librarians in the group with undergraduate minors or less did not list their library science courses as sources of information used in the development of their library programs. They were the same three who could not list as many as four sources. The fourth librarian of this group, who did include her library science courses in her list, ranked them third in importance.

The librarians of the A2-D2 group of schools ranked various sources of information as important to them in their work. The librarian of school A2 listed the advice of the librarian from a nearby college as the most

TABLE 39

SOURCES OF INFORMATION USED TO DEVELOP READER SERVICES

Sources	Schools A1	A2	B1	B2	C1	C2	D1	D2
1. Library science courses	1st		2nd	3rd	1st		1st	
2. Professional reading	3rd		1st	4th	4th	3rd	3rd	1st
3. Professional conferences	2nd				2nd			
4. School library workshops and institutes						2nd		3rd
5. Observation of library programs in other high schools			3rd	1st	3rd		2nd	2nd
6. Advice of librarian from nearby college		1st						
7. Original idea	4th	2nd	4th	2nd		1st	4th	

important source of information for her. For the librarian of school B2 the most important source of information which she used in the development of the library program, was the observation of the library programs in other schools. Her opportunities to do this were limited; for the most part, she did this only with tour groups organized as part of the programs of the meetings of the Illinois Association of School Librarians. The librarian of school C2 listed original ideas, and the librarian of school D2 listed professional reading as the most important sources of information for the development of their library programs. The librarian of school B1 also ranked professional reading as first because it up-dated his library science courses. However, the librarian of school D2 used it as a substitute for course work which she had not had.

Three librarians in both groups included original ideas in their lists of sources of information which they used. The three in the A1-D1 group all ranked it as fourth in importance to them in their work. In the opinion of these librarians, the original ideas used in the development of new library services had to be based upon background knowledge obtained from library science courses, professional reading, professional conferences, and observation of services in other school library programs. However, the three librarians in the A2-D2 group ranked original ideas as either first or second in importance in the development of their library programs.

A special note needs to be made about the two sources of information which the librarian of school C2 ranked as second and third in importance to her. Although this librarian attended a monthly audiovisual workshop, the information she gained was not applied in her library program. There were no audiovisual materials or equipment in this library. The source listed as third in importance to her was professional reading. Since she did not belong to the American Library Association or subscribe to any professional library journals, she had few professional library materials available to her.

Reasons for Not Offering Reader Services Which Were Not Found in the Library Programs

Table 40 lists the major reasons each librarian gave for not providing the reader services which were not included in the library program. Again the librarians were asked to rank the reasons in order of significance, and again the two groups of librarians cited widely different reasons for not offering more reader services. Three of the librarians in the A2-D2 group listed as the major reason for not offering more services the need for more background knowledge about school library programs. The librarians of schools C2 and D2 were particularly concerned about their lack of background in the library field. As indicated earlier, the librarian of school D2 considered the library science courses which she had taken as skill courses. She believed that because of her lack of background she could only continue the program which the previous librarian had started; and without more background she could not develop services to students in the area of guidance in the selection and use of materials, or services to teachers.

Likewise, the librarian of school C2 felt very inadequate in her position. She believed that she needed much more library education to do a better job, and that the school needed a librarian with more professional training to develop a better library program. She had asked the school administration to replace her with a professionally trained

TABLE 40

REASONS FOR NOT OFFERING THE READER SERVICES WHICH WERE NOT INCLUDED IN THE LIBRARY PROGRAM

Reasons	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
1. Lack of time	3rd	1st	2nd		2nd			
2. Lack of funds	1st	2nd					1st	
3. Lack of facilities	2nd	3rd	1st					
4. No demand for the services				2nd	1st	2nd	2nd	2nd
5. Need more background knowledge about school libraries				1st		1st		1st

person and to allow her to teach or to be the clerical assistant to the library coordinator of the school district. It should be remembered that these two librarians had the fewest hours of credit in library science of any of the librarians in the study.

The librarian of school B2 expressed the need for a better background in library science not only to develop new reader services but to improve the quality of those which she did offer. This librarian realized her approach to library services was that of a teacher rather than of a librarian. She wanted background which would help her in the development of audiovisual services, of services to teachers, and of reading guidance services for students.

The second reason, given by these three librarians for not providing more reader services, was that there was no demand for the service. One should question the relationship between the lack of background knowledge of the school library field on the part of the librarian and the alleged lack of demand for services by the teachers.

The fourth librarian of the A2-D2 group listed, in the following order, her reasons for not providing more reader services: (1) lack of time, (2) lack of funds, and (3) lack of facilities. Since the annual per pupil library expenditures in school A2 were the lowest of all eight schools in the study, the library facilities were poorer than in the other schools, and much of her time was spent as faculty advisor to the yearbook staff; these at first glance would seem to be justifiable reasons. However when this library program is compared with that of school A1 (Table 9) whose annual per pupil library expenditure was also low, and the amount of time the librarian of school A2 spent on teaching activities and clerical activities (Table 21) during the sample week is examined, one can question the validity of these reasons. The data on library use in Chapter VI also show that the existing library facilities at this school were not used to the best advantage.

The major reasons given by the A1-D1 group of librarians for not offering more reader services varied. The librarians of schools A1 and D1 listed lack of funds as the major reason. The data in Table 9 showed that the annual per pupil library expenditure for school A1 were the second lowest of all the schools in the study. While those expenditures for school D1 were high, part of these funds were spent for materials which went into the classrooms. In school A1 the lack of facilities was the second reason given for not offering more reader services. This was related to the lack of funds. The librarian wanted to expand the audiovisual facilities in the library as soon as funds were available.

The librarian of school B1 listed the lack of facilities as the major reason for not offering more reader services. Although this library was in a relatively new building, the existing library program used all the available space and any expansion of the audiovisual program would necessitate enlarging the present facilities. This librarian as well as the librarian of school C1 listed the lack of time as the second reason for not offering more reader services.

The librarian of school C1 listed the lack of demand as the major reason for not offering more services. This also was the second reason listed by the librarian of school D1. These were the two librarians in the A1-D1 group who had been in their positions for a short period of time. Previous to their coming to these schools, the major function of the school library was considered to be that of a study hall. Both librarians were working with the teachers to change this concept of the library program.

Future Plans for Improving the Library Program

Here one finds a marked difference in the two groups of librarians in the study. In the A1-D1 group of schools it was the librarians who initiated plans for the improvement of the library program, and in the A2-D2 group of schools it was the school administrators. In the first group of schools the ideas for improvement of or changes in the library program originated with the librarians, who then presented the plans to the school administration for approval and support.

All the librarians of the A1-D1 group of schools used the 1960 Standards for School Library Programs[14] and the Standards for School Library Programs in Illinois[15] as guidelines in the development of their library programs. The libraries of schools A1, B1, and C1 met the recommended collection size of 10 volumes per student, and the librarians in these schools were concentrating on the improvement of the audiovisual program as well as the other recommendations in the standards which their libraries did not meet. The librarian of school C1 also had plans to enlarge the library to have facilities for additional reader services. She planned a combined teachers' lounge, professional collection, and center for the preparation of instructional materials in the library. She also was developing plans to change the separate study hall and library concept to a learning resource center. The librarian of school D1 was concerned with bringing the entire library program up to the recommended standards.

In schools A2-D2 the initiative for the improvement of the library programs came from the school administrators. Among this group of schools, only the administrator of school D2 worked with the librarian in planning changes in the library program. The administrators of schools

A2 and D2 used the Standards for School Library Programs in Illinois as a guideline for planning the library programs of their schools. As a result of the program developed by the previous librarian at school D2, this library met the recommended standards. The major concern of the administrator was the inability of the school to attract a professionally trained librarian because of its small size. However, the school administration countered this by giving the present librarian every encouragement to continue her library education. The administrator of this school also had plans to enlarge the library and to change the concept of its program to a learning resource center.

The school administrator of A2 was mainly concerned with meeting the recommended standards for school library programs. He was already talking with the school board about enlarging the facilities for the library and expanding its program to include audiovisual materials.

The administrators of schools B2 and C2 planned radical changes in their school library programs. The administrator of school C2 stated:

> Our school library is an old fashioned library--it is no different from the school library of the 1930's. We want to change its concept to meet the needs of present-day students and instruction.[16]

In both schools the administrators and teachers had visited outstanding school libraries in the state for ideas to incorporate into their plans. In the district in which school B2 was located the school administration had worked for the past few years improving the elementary school library program. During the 1968/1969 school year they wanted to implement their plan for the high school library program. The emphasis in this plan was upon the learning resource center concept to replace the present library and study hall facilities. In school C2 the change was to be from a library with no audiovisual program to a multi-media center. Both of these school administrators had the common problem of finding adequately trained personnel to direct the programs they had planned.

Summary

Comparison of the Results with the Earlier Study of Gaver and Jones

It was shown earlier in this chapter that there was a high correlation between the reader services not offered in any of the schools in the metropolitan cross section of the Gaver and Jones study and in this study.[17] Five of the seven services not found in the metropolitan cross section of schools in the earlier study were also not found in any library program in this study. The remaining two services were each found in one library program in this study.

Tables 41 and 42 compare the reader services considered important by all the experts and the services offered in the schools of the former study with those in this study, and also the reader services offered in all schools in the Gaver and Jones study with those found in this study. The sample sizes for the Gaver and Jones study were as follows: 22 experts on secondary school library programs; 34 secondary schools, selected on a nation wide basis, whose libraries had been identified by state school library supervisors as having superior programs of service; and 13 secondary school libraries of a single metropolitan New Jersey county. All the New Jersey schools included only grades 9-12 but nine of the schools from the national sample included grades 7-12. The schools in the present study included only grades 9-12.

Table 41 shows that all of the A1-D1 group of librarians in the present study provided 4 of the 8 reader services which were considered

TABLE 41

COMPARISON OF THE READER SERVICES CONSIDERED IMPORTANT BY ALL EXPERTS WITH THOSE OFFERED IN THE SCHOOLS IN THE GAVER AND JONES STUDY AND THIS STUDY

Services	(1)	(2)	(3)	(4)	(5)
Orientation is given to new students and new readers	100%	100%	100%	0	0
Consultation with faculty on library collections in special subject areas	100%	100%	92.3%	100%	50% (A2,D2)
Consultation with the faculty on library resources for instructional units	100%	96.9%	76.9%	100%	50% (B2,D2)
Collections of college catalogs available in the library	100%	84.8%	38.4%	50% (A1,D1)	50% (C2,D2)
Vocational guidance materials available in the library	100%	93.9%	61.5%	100%	75% (A2,B2,D2)
Orientation of new faculty to library services	100%	93.9%	61.5%	25% (B1)	0
Orientation of all faculty to new services	100%	87.8%	69.2%	100%	25% (D2)
Interlibrary loans for teachers	100%	81.8%	69.2%	50% (C1,D1)	25% (A2)

(1) Rated useful and important by experts (2) Services offered by schools in the national sample (3) Services offered by schools in metropolitan cross section	Gaver and Jones Study*
(4) Librarians with Masters' degrees in library science (5) Librarians with an undergraduate minor or less in library science	This Study

*Source: Mary V. Gaver and Milbrey L. Jones. "Secondary Library Services: a Search for Essentials," Teachers College Record, 68:205, Dec., 1966.

TABLE 42

COMPARISON OF THE READER SERVICES OFFERED BY ALL SCHOOLS IN THE GAVER AND JONES STUDY WITH THOSE FOUND IN THIS STUDY

Services	(1)	(2)	(3)	(4)	(5)
Services to the Faculty					
Special releases sent to faculty on new library materials	100%	100%	95.4%	100%	50% (C2,D2)
Services to Students--Library Instruction					
Use of reference books and tools is taught to class groups	100%	100%	95.4%	100%	50% (B2,C2)
Orientation is given to new students and new readers	100%	100%	100%	0	0
Instruction in the use of the library is integrated with English classes	100%	100%	86.3%	100%	75% (A2,B2,C2)
Services to Students--Guidance in the Use and Selection of Materials					
Group guidance is given through conferences with teachers	100%	100%	90.9%	50% (B1,D1)	0
Group guidance is given through displays	100%	100%	95.4%	50% (A1,B1)	50% (B2,D2)
Individual guidance in reading is given through assistance in selection of materials	100%	100%	95.4%	100%	75% (A2,B2,D2)
Individual guidance in reading is given through assistance in location of materials	100%	100%	95.4%	100%	100%

(1) Provided by schools in national sample	Gaver and Jones Study*
(2) Provided by schools in metropolitan cross section	
(3) Rated useful and important by experts	
(4) Librarians with Masters' degrees in library science	This Study
(5) Librarians with an undergraduate minor or less in library science	

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*Source: Mary V. Gaver and Milbrey L. Jones. "Secondary Library Services: a Search for Essentials," Teachers College Record, 68:206, Dec., 1966.

important by all the experts in the Gaver and Jones study. Of the remaining 4 services, a larger percentage of this group had vocational materials in their collections than did the metropolitan cross section of the Gaver study. Fewer of the A2-D2 group of librarians offered the services which were considered important by experts. There was only one service in which this group could be compared favorably with those in the Gaver study. In the schools of the metropolitan cross section of that study, 61.5% of the librarians included vocational materials in their collections, while 75% of the librarians in the A2-D2 group of this study provided this service. Of the eight services only orientation for new students and new readers was not found in any library program in the present study.

Table 42 shows that, of the eight services offered in the library programs of all schools in the Gaver and Jones study, more were offered by the A1-D1 group of librarians than by the A2-D2 group. All of the A1-D1 librarians offered five of the services, two of the services were offered by 50% of this group, and the remaining service by none of the librarians. Of the A2-D2 group of librarians, only one service was offered by all of the group, two were offered by 75%, three by 50%, and two services were not offered in any of the library programs of this group.

It must be remembered that in the present study one of the criteria for selecting a school for the study was that its library staff consist of only one full-time librarian. This was not a criterion in the Gaver and Jones study, although the ratio of number of students to library staff was higher for that study. In their study the ratio of librarians to students was 1/978 for the national sample and 1/900 for the metropolitan cross-section of schools.[18] When the authors included nonprofessional paid assistants, the ratios were 1/733 for the national sample and 1/566 for the metropolitan schools. In this study the ratio of librarians to students was 1/477 for the A1-D1 schools and 1/426 for the A2-D2 schools.

The Gaver and Jones results showed that the schools in the national sample provided an average of 62.5% or 69 of the 110 reader services which they listed, and the schools in the metropolitan cross section offered 47.6% or 52 of the services. The mean for the entire group of schools in their study was 61 services. Since the Checklist of Reader Services used for this study included 154 services, the percentages of services offered by the two groups of schools in this study can not be compared with those of the Gaver and Jones study. However, the numbers of services provided by each group can be. The mean number of reader services provided by the A1-D1 group of librarians was 66 services. This is slightly below the mean for the national sample of the Gaver and Jones study but well above the mean for their metropolitan cross section. Since the range of the number of services for the A1-D1 group of librarians was from 59-72 services, each one provided more services than the mean number for the Gaver and Jones metropolitan cross-section. The mean number of reader services provided by the A2-D2 group of librarians in the present study was 30 services, which was well below the mean number of services found in the Gaver and Jones study. The two librarians in this group who offered the largest number of different reader services (46 and 48) were still below the mean number of 52 services offered by the librarians in the metropolitan cross section of the earlier study.

Summary of the Results of the Analysis of the Data Obtained from the Checklist of Reader Services

Tables 23 through 37 show the number of reader services offered by each librarian, the per cent of those services offered in one through eight library programs which were provided by each librarian, the frequency of use of the services offered in each library program, and the per cent of the services offered in the different categories by each librarian. From these tables one sees that the range in the number of services offered by all the librarians in the study was from 13-72 different reader services, with 48 services as the mean for all eight librarians. However, when the two groups of librarians are considered separately, one sees that the upper limit of the range in the number of services provided by the A2-D2 falls at 48 services which is the mean for all eight librarians. There was no overlapping of the ranges in regard to the number of services which were offered by each group of librarians. The librarians of the A1-D1 group provided from 59-72 different reader services, while the A2-D2 group provided from 13-48 different services. The mean for the first group was 66 reader services or 42% of the total 154 services listed in the checklist, and for the second group the mean was 30 services or 19% of the total number of services.

The tables also show that the fewer the number of librarians providing a service, the smaller the representation from the A2-D2 group of librarians. The more unique a reader service, the greater was the chance of finding it in a library program of the A1-D1 group of librarians. Likewise, the reader services in the library programs of the A1-D1 schools had a higher frequency of use than did the services in the A2-D2 group of schools. In the first group 63% of the reader services were used biweekly or more often and 37% were used monthly or less often. In the second group of schools this pattern of use was reversed; 34% of the reader services were used biweekly or more often and 66% were used monthly or less often. A more detailed discussion of the use of library services will be found in the next chapter.

Although this study did not attempt to measure the quality of reader services offered in the eight library programs, from the discussion of the services earlier in this chapter one can see that, in general, the services offered by the A2-D2 group of librarians were less extensive than those offered by the other group. Also among this group were services, particularly in the case of school B2, whose classification as reader services was questionable.

From the information obtained through interviews with the librarians and the school administrators it was found that the pattern for the development of reader services was different for the two groups of librarians. In the A2-D2 group of schools the services offered by the present librarians remained much the same as those offered by their predecessors. A few services were dropped and a few were added. However, in the A1-D1 group of schools many new reader services had been added by the present librarians. In these schools it was the librarian not the administrator who took the initiative to plan the library program. These librarians considered their library education a major source of information which they used in the development of their library programs, while the librarians of schools A2-D2 did not. However, three of the librarians of this latter group listed the need for more background knowledge of school libraries as the major reason for not offering more reader services.

Although the data obtained from the Checklist of Reader Services support the original hypothesis, it should be examined on the basis of the other variables found among the eight schools: the length of time the librarians had been in their present positions, the size of the school enrollments, and the annual per pupil expenditures for instructional purposes. Since there was a relationship between the number of reader services offered in the library programs and the frequency of use of the services, the comparisons were made only on the basis of the number of services in the library programs.

In regard to the length of time the librarians had been in their present positions, the predicted pattern was found in the group of librarians with Master's degrees in library science but not in the group of librarians with undergraduate minors in library science. In the first group, the two librarians (A1 and B1) who had been in their positions for more than five years offered a total of 142 reader services, while the two librarians (C1 and D1) who had been in their positions for less than three years offered a total of 122 services. A number of the services offered by the latter two librarians were still in the developmental stage. In the A2-D2 group, the two pairs offered an almost equal number of services. Those who had been in their positions for more than five years (A2 and B2) offered a total of 59 reader services, and the remaining two librarians (C2 and D2) offered a total of 62 reader services.

When all eight librarians were compared on the basis of the length of time in their positions, the difference between the two groups was small. The four librarians (A1, B1, A2, and B2) who had been in their positions for more than five years offered a mean of 50 reader services, while those (C1, D1, C2, and D2) who had been in their positions for less than three years offered a mean of 46 services. Therefore, this was not a strong factor in the development of library services when the library programs of all eight schools were compared, but was more evident within the group of librarians with Master's degrees in library science.

On the basis of both school enrollments and the annual per pupil expenditures for instructional purposes, the differences in the mean number of reader services offered by the groups was 12 services. In both cases, the group of schools with the smallest enrollments and the lowest per pupil expenditures offered the larger mean number of services. The librarians in the four larger schools (A1, A2, B1, and C2) offered a mean of 42 reader services, while those in the four smaller schools (B2, C1, D1, and D2) offered a mean of 54 services. The figures were the same when the schools were compared on the basis of annual per pupil expenditures for instructional purposes. The mean number of reader services offered in the schools with the highest expenditures (A2, B2, D1, and D2) was 42 services, while in the schools with the lowest expenditures (A1, B1, C1, and C2) it was 54 reader services.

Since the differences of 4 and 12 reader services found when the schools were compared on the above variables are small in comparison to the difference of 36+ services found when the schools were grouped by the amount of library education of the librarian, one can conclude that the latter variable was a major factor in the development of the reader services in the library program. Therefore, the data obtained from the

Checklist of Reader Services verified the hypothesis, that a direct relationship exists between the amount of library education of a librarian and that librarian's performance on the job.

FOOTNOTES--CHAPTER V

[1] Interviews with the Librarians, March 1-May 15, 1968.

[2] Gaver, Mary V. and Jones, Milbrey L. "Secondary Library Services: a Search for Essentials," Teachers College Record, 68:208-10, Dec., 1966.

[3] Throughout this chapter the number of the service is the same as that used in the Checklist of Reader Services (See Appendix C) and in Table 24.

[4] This appeared on the Gaver and Jones checklist.

[5] This appeared on the Gaver and Jones checklist.

[6] Gaver and Jones, p. 203.

[7] American Association of School Librarians. "School Library Bill of Rights." in American Library and Booktrade Annual, 1961. New York, Bowker, 1960, p. 111.

[8] Gaver and Jones, pp. 208-10.

[9] American Association of School Librarians. Standards for School Library Programs. Chicago, American Library Association, 1960.

[10] Illinois Association of School Libraries. Standards for School Library Programs in Illinois, a Plan for Implementation in Three Phases. Springfield, Illinois, Office of the Superintendent of Public Instruction, 1965.

[11] Committee on College Reading. Good Reading. New York, New American Library, 1964.

[12] The Dictionary in Action. Huntsville, Texas, Educational Filmstrip, 1962.
Making the Library a Learning Center, Huntsville, Texas, Essential Education, 1961.
Cooperation with the Librarian. Huntsville, Texas, Essential Education, 1961.

[13] Interviews with the librarians.

[14] American Association of School Librarians. Standards for School Library Programs.

[15] Illinois Association of School Librarians. Standards for School Library Programs in Illinois, a Plan for Implementation in Three Phases.

[16] Interview with the administrator of School C2, April 3, 1968.

[17] Gaver and Jones, pp. 208-10.

[18] Gaver and Jones, p. 201.

CHAPTER VI

ANALYSIS OF THE DATA OBTAINED ON TEACHER AND STUDENT USE OF THE LIBRARY AND READER SERVICES

The data in this chapter are based upon the information obtained from the use of the Teachers' Questionnaire and Checklist, the Questionnaire Checked by Students Using the Library, the Questionnaire to a Sample of the Student Body (See Appendices D-F), and observation of student and teacher use of the library during the investigator's visit to each school.

On the first day of the investigator's visit at each school the Teachers' Questionnaire and Checklist was distributed to all of the teaching staff. Neither the school administrators nor the librarians were asked to answer one of these questionnaires. In the smaller schools it was possible to contact each teacher and to explain the purpose of the questionnaire and checklist, however this could not be done in the larger schools. In these schools as many teachers were contacted personally as was possible, then notes of explanation were attached to the questionnaire and these were then placed in the mailboxes of the remaining teachers. These questionnaires were returned by the teacher either during the investigator's visit or later by mail.

The questionnaire section of the instrument used to measure teacher use of the library provided the following information.

1. The number of classes each teacher taught in each subject area.

2. The number of students enrolled in each class.
3. The number of classes which used a textbook.
4. The amount of library use required by each teacher in terms of the number of assignments per class per semester which required the use of library materials, the number of books per class which were required reading, the number of classes for which term papers were required, and the number of classes during which students were allowed to spend class time in the library.
5. The extent to which each individual teacher used the library for class preparation, for consultation with the librarian when planning new units of study, and for personal reading.
6. The amount of teacher participation in the library program in terms of the number of books recommended for purchase for the library.
7. The use of library materials in the classroom.

The checklist section of this same instrument was based upon the reader services offered in the library programs of each school. Therefore, this section was different for each school because each one listed only those reader services provided by the librarian of that school. The teachers were asked to check the services which they used personally or which they required students to use. In addition, they were asked to list the reader services provided by the librarian which they considered most useful.

Two different questionnaires were used to measure student use of the library. The first was a questionnaire which was given to all students using the library during one entire school day at the time of the investigator's visit to the school. This provided the following information:

1. The number of students using the library in a one-day period.
2. The length of time which they spent in the library.
3. The reason for their use of the library.
4. The materials which they used while they were in the library.

The second questionnaire which was distributed to a 12% sample of the student body in each school provided the following information:

1. The frequency with which students used the library.
2. The number of hours per week spent in the library.
3. Periods when students used the library.
4. The materials which students used.
5. The reasons why students used the library.
6. The reasons why students did not use the library.

The purpose of this latter questionnaire was to reach those students who did not use the library during the investigator's visit and also to reach those who never used the school library.

An explanation is needed of the way in which these questionnaires were distributed to the students. The questionnaires to the students who used the library were given to them by the investigator as they entered the library and returned to the investigator when they left the library. Since the majority of students came for an entire class period, this was done at the beginning and the end of each period. The students were not asked to identify themselves and at no time did the librarian or teachers see the questionnaires. This fact and the purpose of the study were explained to the students as they were given the questionnaire. In the eight schools only 7 questionnaires of the 978 which were distributed were not usable.

The largest study hall of the school day was used to distribute the questionnaire to a 12% sample of the student body. Students from all the grade levels in the schools were represented in these study halls. The questionnaires were distributed before the attendance was taken. In some of the schools students who wished to use the library or to return to classrooms to work were allowed to do so after the study hall attendance was taken. The questionnaires were distributed randomly by the investigator to every nth student depending upon the size of the study hall, after a brief explanation of their purpose had been given. The study hall teachers were not asked to participate in this distribution in order to avoid any chance that they would tend to give the questionnaires only to the better students, to the students who were heavy library users, or to the students who were non-library users. Also, only the investigator answered any questions which the students asked. Again the students were not asked to identify themselves and neither the teachers nor the librarians saw the completed questionnaires. The original plan was to sample 10% of the student body. Since the investigator expected a number of unusable questionnaires to be returned by the students, the distribution was to a 12% sample in each school. However, only 3 of the 453 questionnaires distributed to the students in the eight schools were not usable. Therefore, the resulting sample size was 12% rather than 10%.

In schools D1 and D2 where there were combined library study halls, the pattern of distribution of the questionnaires to students varied slightly from that in the above description. In both of these schools the students were allowed to return to classrooms after the attendance was taken by the teacher who was supervising the study hall function of the library. The questionnaires for students using the library were not distributed until these students left at the beginning of each class period. However, the questionnaire for a 12% sample of the student body, which was distributed only during one class period, was given to the students before attendance was taken and before they were allowed to leave to work in classrooms.

Teacher Use of the Library

Table 43 shows the response of the teachers to the questionnaire which they were asked to answer. Since questionnaires were not given to the school administrators or the librarians, they are not included in the numbers of teachers for each school. This fact and the part-time teachers in each school account for the discrepancy between the number of teachers listed for each school in Chapter III and number listed in this table. The part-time teachers also account for the fractions of teachers listed in the table. The data also include only those teachers who were teaching at the schools at the time of the investigator's visit. At school C2 two teachers had resigned just before the visit to the school.

As Table 43 indicates the response from the teachers in the A1-D1 group of schools was smaller than that from the A2-D2 schools. In the first group a mean of 68% of the teachers returned usable questionnaires, while in the latter group a mean of 78% did so. Several factors contributed to the lower response from the teachers in some of the schools; the questionnaires for the A1-D1 schools were longer, since their librarians offered more reader services than the librarians in the other group of schools; there was less concern among the teachers

TABLE 43
DATA ON THE NUMBER OF QUESTIONNAIRES RETURNED BY TEACHERS

	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Number of teachers in the school	37	29 1/3	26	26	22	28	21	13
Number of teachers who returned usable questionnaires	24	20 1/3	18	21 1/3	17	20	14	12
Number of teachers who returned unanswered questionnaires	1	6	1/2	1	1	0	0	0
Number of teachers who did not return questionnaires	12	3	7 1/2	2	3	8	7	1
Per cent of the teachers who returned usable questionnaires	65%	69%	66%	82%	77%	71%	66%	91%

Mean percentage of the teachers who returned usable questionnaires in the

A1-D1 schools	68%
A2-D2 schools	78%
Large schools	68% (includes schools A1, A2, B1, and C2)
Small schools	79% (includes schools B2, C1, D1, and D2)

of the A1-D1 schools about the need to improve the library program; and there was less personal contact with the teachers in the larger schools. In the four smaller schools (B2, C1, D1, D2) a mean of 79% of the teachers returned answered questionnaires, while in the larger schools (A1, A2, B1, C2) only a mean of 68% did so. There is an inverse relation between the per cent of the teachers' responses in the smallest and largest schools in the study. The range of the per cent of teachers who returned usable questionnaires from all schools is 65%-91% with the smallest school in the study (D2) representing the largest per cent of returns and the largest school (A1) representing the smallest per cent.

Tables 44 and 45 show the subject areas of the teachers who did and did not return questionnaires at each school. Table 45 includes both teachers who did not return their questionnaires and those who returned unanswered questionnaires. Many of the latter were returned with a note stating that the teacher did not use the school library. For the most part, the questionnaires which were returned by the teachers were representative of the curricula of the schools (See Table 8, Chapter III). The subject areas which were not represented in all eight schools by teacher responses were physical education, driver education, vocational agriculture, home economics, industrial arts, speech, music, and art. However, the academic subjects of the curricula were well represented, and two-thirds or more of the teachers responded in all the schools.

TABLE 44

NUMBER OF TEACHERS BY SUBJECT AREAS WHO RETURNED ANSWERED QUESTIONNAIRES

	Schools								
Subjects	A1	A2	B1	B2	C1	C2	D1	D2	Total from all schools
English	5-1/2	4-1/2	2-1/2	3-1/2	1-1/3	3-1/2	2-1/2	2	25-1/3
Social studies	4	1-2/3	2	2-1/2	2-1/3	2-2/3*	1	1-1/3	17-1/2
Science	3	1-1/2	3	2-1/2	2-2/3	1-1/3	1-2/3	1-1/3	17
Mathematics	4	2	2	2	1-1/3	2-1/3	1-2/3	1	16-1/3
Foreign language	1	1-2/3	1	1/2	1	1-1/2	1	2/3	8-1/3
Art	1	X	1	X	X	X	1/2	X	2-1/2
Music	0	1	0	1/3	0	1	0	1	3-1/3
Speech	1/2	1/2	1/2	1	1/3	1/2	0	X	3-1/3
Business education***	2	1	3	2	2-1/2	2	1	1	14-1/2
Industrial arts	1	1/2	0	2	1	2	1	0	7-1/2
Home economics	1	1-1/3	1	1	1	1	0	1	7-1/3
Vocational agriculture	0	2/3	0	1	1	1	0	2/3	4-1/3
Driver education**	1	0	0	1	0	1/2	0	1/3	2-5/6
Physical education	0	2	1	1	1-1/2	0	2-2/3	1-2/3	9-5/6
Educable mentally handicapped	X	X	1	X	X	0	0	X	1
Guidance counselors	0	1	0	1	1	2/3	1	X	4-2/3
Totals	24	20-1/3	18	21-1/3	17	20	14	12	146-2/3

*Included humanities

**In some of the schools driver education was included in the physical education program

***Teachers of distributive education programs included under business education

Use of X indicates areas where the schools had no teachers

Use of fraction indicates a part-time teacher

TABLE 45

NUMBER OF TEACHERS BY SUBJECT AREA WHO DID NOT RESPOND

Subjects	Schools								Total for all schools
	A1	A2	B1	B2	C1	C2	D1	D2	
English	1		1/2		1/2	1			3
Social Studies		1				1	1/2		2-1/2
Science	1/2	2				1	1		4
Mathematics		1	1/2			1			2-1/2
Foreign language	1		1/2		1/2		1		3
Art									
Music	1		1	1	1		1		5
Speech							1/2		1/2
Business education		2	1/2	1		1			4-1/2
Industrial arts	2	1	1-1/2	1				1	6-1/2
Home economics							1		1
Vocational agriculture	1		1				1		3
Driver education	1/2	1	1			1			3-1/2
Physical education	2		1		1	1			5
Coaches	2								2
Educable mentally handicapped						1	1		2
Guidance counselors	2	1	1/2		1				4-1/2
Totals	12	9	8	3	3	8	7	1	51

Use of fraction indicates a part-time teacher.

Amount of Library Use Required by the Teachers

The data given in Table 46 indicate the amount of library use required of the classes by the teachers who replied to the questionnaire in each school. Data were obtained from the teachers' questionnaires on four aspects of library use: the number of assignments given to each class per semester which required the use of the library, the number of classes in which students were required to write term papers, the number of books per semester which were required reading in each class, and the number of classes during which students were allowed to spend class time in the library. Information also was obtained on whether or not a textbook was used by each class. The last data are not included in the table, since almost without exception all teachers in the academic subject areas followed a textbook. The areas of the curricula where the teachers did not rely upon a textbook were art, music, physical education, and some business education, home economics, industrial arts, and vocational agriculture classes.

Table 46 lists the number of assignments which were given each semester requiring library use, and under each individual school is the number of classes to which the assignments were given. The average per class, per semester for the A1-D1 schools ranged from 7 to 15 assignments with a mean of 8.75 assignments per class for all the schools in the group. Among the A2-D2 schools the average per class, per semester ranged from 2-3 with the mean for the entire group at 2.25 assignments per class. In the A1-D1 group of schools a larger number of classes is found in which students were required to use the library 10 or more times each semester, than is found in the A2-D2 schools. Also among the A1-D1 schools is a smaller percentage of classes which

TABLE 46

AMOUNT OF REQUIRED LIBRARY USE OF CLASSES FOR THE 1968 SPRING SEMESTER

	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Number of teachers who returned usable questionnaires	24	20-1/3	18	21-1/3	17	20	14	12
Number of classes represented	111	90	79	97	85	87	62	60
Total enrollment of the classes	2714	2091	1641	2106	2116	2059	1235	1189
Number of assignments per class, per semester requiring library use:								
0 assignments	45	45	16	57	25	47	21	23
1 assignment	0	3	6	16	7	6	6	7
2 assignments	1	9	14	0	2	10	0	11
3 assignments	0	16	11	6	0	5	0	0
4 assignments	5	3	5	3	5	5	8	2
5 assignments	8	3	9	0	0	10	0	6
6 assignments	0	0	2	4	0	1	6	1
7 assignments	0	0	0	0	0	0	1	0
8 assignments	5	5	2	5	0	1	8	6
9 assignments	7	0	5	0	0	0	0	0
10 assignments	8	4	0	2	10	0	1	1
12 assignments	6	0	4	4	0	1	4	0
14 assignments	0	0	0	0	6	0	0	0
15 assignments	6	0	0	0	2	0	0	0
16 assignments	0	0	0	0	4	1	3	0
18 assignments (weekly)	20	2	0	0	10	0	2	3
36 assignments (twice weekly)	0	0	2	0	8	0	2	0
90 assignments (daily)	0	0	3	0	6	0	0	0
Mean number of assignments per class	7	2	7	2	15	2	6	3
Per cent of classes with no assignments requiring the use of the library	40%	50%	20%	58%	29%	54%	34%	28%

TABLE 46 (Continued)

	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Per cent of classes for which term papers were required	40%	24%	52%	22%	54%	16%	33%	23%
Number of books required per class, per semester								
0 books	45	60	48	72	56	54	35	42
1-3 books	20	16	17	14	17	14	17	13
4-6 books	29	9	10	7	5	16	4	5
7-9 books	9	5	2	2	7	3	6	0
10+ books	1	0	0	2	0	0	0	0
Current magazines	7	0	2	0	0	0	0	0
Per cent of the classes which required no books for outside reading each semester	40%	66%	61%	74%	65%	62%	56%	70%
Number of classes where students were allowed to spend class time in the library	56	30	37	62	39	42	29	30
Per cent of classes	54%	33%	47%	63%	46%	48%	47%	50%
Reasons for spending class time in the library:								
Library instruction	13	7	7	8	15	1	0	0
Research for papers	42	27	35	43	27	39	22	23
Special class projects	20	5	17	13	16	22	17	20
Independent study	13	22	19	35	22	18	9	0
Other--Make-up of taped oral tests								9
Check out materials				8				
Free reading period			5					

did not require library use for the preparation of class assignments, than in the A2-D2 schools. Only in schools D1 and D2 is this pattern reversed. In school D1 34% of the classes were not required to use the library for class assignments, while in school D2 28% of the classes were not required to do so. One should remember from the earlier chapters that the librarian of school D1 was working with the teachers to make them aware of library materials and services which would be useful to their students, while at school D2 the previous librarian had developed this awareness among the teachers. In the A1-D1 schools the teachers reported that library use was not required for the assignments in a mean of 31% of the classes in the group of schools. However, in the A2-D2 schools this mean was 47% of the classes.

This same pattern is found in the number of classes which was required to write term papers and to do required reading. In the A1-D1 schools the teachers reported that from 33% to 54% of the classes were required to write term papers with a mean of 45% of the classes for the entire group of schools. In the A2-D2 schools the teachers reported that from 16% to 24% of the classes were required to write term papers with a mean of 21% of the classes for the whole group. Likewise, in the A1-D1 schools the teachers reported that 35% to 60% or a mean of 45% of the classes were required to read a specified number of books each semester, while in the A2-D2 schools 26% to 38% or a mean of 32% of the classes were required to read a specified number of books each semester. The data for the number of classes which were required to do outside reading do not include the educable mentally handicapped class at school B1. For this class the required number of books to be read varied with each individual's ability. However, each student was required to do some outside reading. The classes of a teacher at school A1, who stated that the students in his classes were expected to read all articles or books which he mentioned in class, also are not included in the data.

Although not apparent in the data, there is still another factor which widens the difference between the two groups of schools. The students at both schools B2 and C2 used books from classroom collections as well as from the library for their required reading. Therefore, the data for these two schools do not accurately reflect library use. Of the teachers who reported the information about required reading, the majority required students in their classes to read from 1 to 6 books per semester. The teachers in all schools except D2 required a few classes to read 7 to 9 books a semester, while three classes were expected to read more than this number.

From the data in Table 46 it can be seen that there is not much difference between the two groups of schools in regard to the number of classes during which students were allowed to spend class time in the library. In the A1-D1 schools students from 46% to 54% of the classes were allowed to spend class time in the library, while in the A2-D2 schools students from 33% to 63% of the classes were allowed to do so. The mean per cent of classes in both groups of schools was 48%. Again, several factors are not apparent from the data. In school B2 the teachers considered the study hall as a classroom from which students were allowed to come to the library. This information is included for that school, and represents the 8 classes in the table where students were allowed to go to the library to check out materials. Also in this school and in school C2, classes were scheduled in the library to enable the teachers to help the students with materials for research papers. The major reason for allowing students to spend class time in the library was to do research for term papers. Students also came from classes individually and in small groups to work on special class projects or to do independent study. The teachers of schools D1 and D2 did not report classes going to the library for library instruction. In school D2 the librarian did not provide library instruction for students. Since the library of school D1 also functioned as a study hall, the librarian went to the classroom to provide this reader service.

From Table 46 one can conclude that the teachers who responded to the questionnaire from the A1-D1 schools required more library use on the part of their classes than did the teachers in the A2-D2 schools. This use was in terms of a larger number of class assignments per semester which required the use of the library, a larger percentage of classes which were assigned term papers, and a larger percentage of classes which were required to do outside reading. The reported use of the library by students from classrooms was about the same for both groups of schools.

The Teachers' Personal Use of the School Library

Tables 47-49 give the data concerning the responses of the teachers to questions about their own use of the school library. These responses covered three types of use: the teachers' use for class preparation, the teachers' use for personal reading, and the amount of consultation with the school librarian when they were planning new units of study. In the tables the information on the teachers' use of the school library for class preparation and the frequency of consultation with the librarian about new units of study is given in terms of the number of classes involved, while the teachers' use of the library for personal reading is given in terms of the number of teachers.

Of the teachers who responded to the questionnaire, those in the A1-D1 schools used the library for class preparation for a higher percentage of their classes and used it more frequently than did the teachers from the A2-D2 schools. Table 47 shows that the teachers in the A1-D1 schools reported using the library biweekly or more often to prepare for a mean of 38% of their classes, while the teachers in the A2-D2 schools reported this use for a mean of 17% of their classes. This pattern is reversed when the less frequent uses of the school library for class preparation are considered. The teachers in the A1-D1 schools reported using the school library monthly or less often to prepare for a mean of

TABLE 47

PER CENT OF CLASSES FOR WHICH TEACHERS REPORTED USE
OF THE SCHOOL LIBRARY FOR CLASS PREPARATION

	Schools							
Frequency of Use	A1	A2	B1	B2	C1	C2	D1	D2
Daily-Biweekly	46%	21%	38%	6%	40%	24%	28%	18%
Monthly-Once a Semester	20%	46%	44%	24%	16%	24%	26%	36%
Never	34%	33%	18%	70%	44%	52%	46%	46%

	A1-D1 Schools	A2-D2 Schools
Mean per cent of classes for which the library was used daily-biweekly	38%	17%
Mean per cent of classes for which the library was used monthly-once a semester	27%	33%
Mean per cent of classes for which the library was never used	35%	50%

27% of their classes, while in the A2-D2 schools this level of use was reported for a mean of 33% of the classes. The table also shows that the teachers never used the library for class preparation for a mean of 35% of their classes in the A1-D1 schools and for a mean of 50% of the classes in the A2-D2 schools. It should be remembered that the two schools where the teachers used the school library the least for class preparation (B2 and C2) were the schools with extensive classroom collections.

The data show a similar pattern of use in regard to the frequency with which the teachers consulted the librarians about plans for new units of study. With the exception of the D1-D2 pair of schools, the teachers from the A1-D1 group reported always consulting the librarian about plans for new units of study for a higher percentage of their classes than did those from the A2-D2 group. Table 48 shows that the teachers in the A1-D1 schools always consulted the librarian about new units of study for a mean of 10% of their classes, while those in the A2-D2 schools did so for a mean of 6% of their classes. The pattern is even stronger in respect to the percentage of classes for which the teachers occasionally consulted the librarian. The table shows that the teachers in all the A1-D1 schools occasionally consulted the librarian about new units of study for a higher per cent of their classes than did the teachers in the other group of schools. The mean per cent of classes for the A1-D1 schools was 42%, while for the A2-D2 schools it was 27%. The pattern reverses itself when the per cent of classes for which the teachers seldom or never consulted the librarian about new units of study is considered. Under these two frequencies the larger percentages of classes are found in the A2-D2 schools. Again, an

TABLE 48

PER CENT OF THE CLASSES FOR WHICH THE TEACHERS CONSULTED THE SCHOOL LIBRARIAN ABOUT NEW UNITS OF STUDY

	Schools							
Frequency	A1	A2	B1	B2	C1	C2	D1	D2
Always	10%	5%	14%	0	14%	0	0	20%
Occasionally	41%	27%	59%	30%	31%	17%	40%	25%
Seldom	19%	22%	16%	14%	21%	31%	14%	21%
Never	30%	45%	11%	56%	34%	52%	46%	33%

	A1-D1 Schools	A2-D2 Schools
Mean per cent of the classes for which teachers always consulted the librarian	10%	6%
Mean per cent of the classes for which teachers occasionally consulted the librarian	42%	27%
Mean per cent of the classes for which teachers seldom consulted the librarian	18%	22%
Mean per cent of the classes for which teachers never consulted the librarian	30%	47%

exception is found in the D1-D2 pair of schools. Also, Table 48 shows that schools B2 and C2, which had the most extensive classroom collections, had the largest percentage of classes for which the teachers never consulted the librarian when planning new units of study.

A similar pattern is found in the data in regard to the teachers' use of the library for personal reading (Table 49). However, the differences between the two groups of schools on this measure of teacher use are not as large as in the above measures. The reported use of the library for personal reading by the teachers was verified by observation of this use during the investigator's visits to the schools. Of the teachers who returned questionnaires, those from schools B1 and D2

TABLE 49

TEACHER USE OF THE SCHOOL LIBRARY FOR PERSONAL READING

Frequency of Use	A1	A2	B1	B2	Schools C1	C2	D1	D2
Monthly or more often	54%	52%	69%	50%	59%	30%	57%	84%
Twice a semester or less often	21%	34%	26%	9%	6%	25%	15%	8%
Never	25%	14%	5%	41%	35%	45%	28%	8%

	A1-D1 Group	A2-D2 Group
Mean per cent of teachers who used the library monthly or more often for personal reading	60%	54%
Mean per cent of teachers who used the library twice a semester or less often for personal reading	17%	19%
Mean per cent of teachers who never used the school library for personal reading	23%	27%

reported the highest percentage of library use for personal reading at the higher frequency. In school B1 during the entire three days of the investigator's visit to the school, teachers came to the library to read newspapers, current journals and materials in the professional collection. At the time of the visit to the school, there was not one period during the three school days when one or more teachers were not using the library for personal reading. At school D2 the library was used by the teachers for personal reading during the time they supervised the study hall function of the library. This reading was often for the course work which the teachers were taking at a nearby university.

The highest percentages of the teachers who reported never using the school library for personal reading are again found in the two schools (B2 and C2) with extensive classroom collections.

Teacher Participation in the Library Program

The data in Table 50 show the per cent of teachers participating in the library program by the number of books which they recommended for purchase for the library during the school year. At the time of the visits to the schools the lists of library materials to be purchased for the next school year had just been completed.

TABLE 50

PER CENT OF THE TEACHERS WHO PARTICIPATED IN BOOK SELECTION

Number of Titles Recommended	Schools A1	A2	B1	B2	C1	C2	D1	D2
0	21%	29%	39%	46%	47%	65%	28%	25%
1-5	25%	33%	11%	13%	23%	15%	36%	16%
6-10	25%	14%	28%	8%	23%	10%	28%	50%
11-15	8%	5%	5%	12%	-	10%	-	-
16-20	8%	-	5%	-	-	-	-	-
21-25	4%	-	5%	-	6%	-	-	-
26+	8%	19%	5%	20%	-	-	7%	9%

A comparison between the schools is difficult because the number of books recommended for purchase by the teachers in schools A2, B2, and C2 includes both books recommended for the library and for classroom collections. The teachers did not differentiate between these. In both schools A1 and B1 several teachers appended notes to their questionnaires stating that book selection was the responsibility of the librarian. They further stated that the librarian was better qualified to select materials for the library than the teachers, and they were pleased with the librarian's choices.

The majority of the teachers in each school recommended from 1-15 books for purchase during the year, except at school C2 where the majority of teachers did not recommend any books for purchase. In schools A1, A2, B1, and B2, 15% to 20% of the teachers reported that they recommended 16 or more books for purchase by the school library. It should be remembered that for schools A2 and B2 this number includes titles for classroom collections.

In the A1-D1 schools 21% to 47% of the teachers did not recommend any books for purchase by the school library. The mean percentage of teachers who did not participate in this part of the library program was 34% for the group. In the A2-D2 schools 25% to 65% of the teachers reported not participating in book selection. The mean percentage of teachers for this group was 41%.

Table 51 gives the data concerning the number of teachers who reported the use of various selection aids for titles to recommend for purchase for the library. The table indicates that reviews in the teachers' professional journals and bibliographies in textbooks were a popular source of the titles recommended in all the schools. However, in the A1-D1 schools a larger number of teachers is found who used library selection tools such as the Senior High School Library Catalog,[1] the Basic Book Collection for High Schools,[2] the Junior High School Library Catalog,[3] and CHOICE.[4] It is assumed that these were tools recommended and loaned to the teachers by the librarian.

On the basis of this measure it was found that within each pair of schools a higher percentage of the teachers from the A1-D1 schools participated in the library program than did those from the A2-D2 group, with the exception of the D pair of schools. In this pair of schools the participation by the teachers of school D2 in the book selection process was slightly higher than by the teachers in school D1. In

TABLE 51

SELECTION AIDS USED BY THE TEACHERS

	Schools							
Selection Aids	A1	A2	B1	B2	C1	C2	D1	D2
Senior High School Library Catalog	8	5	4	10	8	3	6	1
Junior High School Library Catalog	1	-	-	-	-	-	-	-
CHOICE	-	-	1	-	-	-	-	-
Basic Book Collection for High Schools	5	2	3	-	3	-	2	2
Publishers' Announcements and Catalogs	7	4	4	-	9	-	6	-
National Council of Teachers of English Booklists	5	1	1	1	-	1	3	1
Reviews in Professional Journals	11	12	9	2	5	4	7	6
Bibliographies in Textbooks	14	5	5	9	3	6	4	3
Other:								
Personal Library	-	1	-	-	-	-	-	-
Personal Knowledge of Materials	-	-	1	-	-	1	1	-
College Instructor	-	-	1	1	-	-	-	2
Book Exhibits	-	-	-	3	-	-	2	2
Books Seen at Other Schools	-	-	-	1	-	-	-	3

school D2, 75% of the teachers of the school reported participating in book selection while in school D1 only 72% did so. Again it should be pointed out that the teachers in school D2 were following patterns established by the previous librarian, while this pattern was not yet developed at school D1. When the schools are considered as groups a mean of 66% of the teachers reported participating in book selection in the A1-D1 group of schools and a mean of 59% of the teachers in the A2-D2 schools did so.

Teacher Use of Library Materials in the Classroom

Tables 52-53 give the data on the percentage of teachers who used library materials in the classroom. These are in terms of classroom collections of print materials and of the audiovisual materials used in the classroom by the teachers.

TABLE 52

CLASSROOM COLLECTIONS OF PRINT MATERIALS

	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Per cent of Teachers with Classroom Collections	58%	100%	77%	80%	82%	95%	85%	75%
Source of Collections								
Permanent collection purchased with local funds	0	100%	50%	100%	70%	100%	57%	100%
Borrowed from the school library	57%	38%	44%	0	21%	10%	33%	33%
Purchased with special funds	28%	0	14%	0	14%	10%	0	22%
Personal materials of the teacher	50%	0	7%	0	28%	0	8%	0

From Table 52 it can be seen that from 58% to 100% of the teachers in all the schools reported collections of print materials in their classrooms. For the A1-D1 schools a mean of 76% of the teachers who responded to the questionnaire had collections of library materials in their classrooms, while for the A2-D2 schools the mean was 83% of the teachers. However, the source of these collections is more indicative of the differences between the two groups of schools. In the A1-D1 group a mean of 39% of the teachers with classroom collections of print materials reported that a part of their collection was borrowed from the school library. However, in the A2-D2 group only a mean of 20% of the teachers borrowed materials from the school library for their classroom collections.

Several sources of funds were used to purchase materials which were permanently housed in classrooms and which were not a part of the school library collection. These were classified into three types: local school funds, personal collection of the teacher, and funds for special programs financed by the state or federal governments. The latter included funds from the Illinois Office of the Superintendent of Public Instruction for special programs for gifted students and for educable mentally handicapped students. It also included materials obtained through the U.S. Department of Agriculture for home economics and vocational agriculture programs, as well as foreign language materials obtained with National Defense Education Act funds.

From the table it can be seen that all of the teachers who reported permanent classroom collections in the A2-D2 schools obtained a part or all of the materials with local funds. In the other group of schools no local funds used for classroom collections in school A1, and 50% to 70%

of the teachers who reported permanent collections in the remaining three schools used local funds for these materials. In schools B1, C1, and D1 the librarians were in the process of eliminating large, permanent classroom collections. At school B1 only specialized reference materials remained in the classrooms. A record of these materials, indicating their location, was maintained in the school library catalog. The teachers of five schools reported the use of special funds to purchase materials for classroom collections. However, less than one-third of the teachers in these schools reported doing so. The teachers of all the A1-D1 schools reported their own personal materials as a partial source of classroom collections, while this was not found in any of the schools in the other group.

The major difference between the two groups of schools is in the use of local school funds to purchase materials for permanent classroom collections. In all of the A2-D2 schools 100% of the teachers, who had classroom collections, reported a part or all of these materials were purchased with local school funds. In the A1-D1 schools 44% of the classroom collections which were reported by the teachers were partially purchased with local school funds. This difference reflects less reliance upon the school library for materials in the A2-D2 schools.

Table 53 gives the percentage of the teachers, who replied to the questionnaire, who used the various audiovisual materials in their classrooms. It should be remembered that at schools A2 and C2 audiovisual materials were not a part of the library collection. In these two schools the use of these materials in the classrooms did not reflect library use.

TABLE 53

PER CENT OF TEACHERS WHO USED AUDIOVISUAL MATERIALS IN THE CLASSROOM

Audiovisuals Materials	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Television	8%	9%	11%	0	6%	5%	14%	0
Radio	4%	9%	6%	0	6%	10%	14%	16%
Films	58%	57%	44%	41%	65%	55%	43%	58%
Filmstrips	62%	25%	61%	16%	47%	55%	79%	50%
Recordings	50%	47%	28%	25%	18%	45%	57%	75%
Tapes	25%	25%	11%	33%	24%	50%	29%	42%
Transparencies	21%	9%	11%	0	18%	15%	29%	25%
Slides	16%	0	0	0	6%	5%	0	25%
Maps	37%	38%	22%	21%	24%	15%	36%	25%
Pictures	50%	38%	33%	25%	24%	12%	50%	50%

Mean per cent of teachers using:	A1-D1 Group	A2-D2 Group
Films	52%	52%
Filmstrips	62%	36%
Recordings	38%	48%
Tapes	22%	37%
Maps	30%	25%
Pictures	39%	31%
Transparencies	20%	12%
Slides	5%	7%

The table shows that there was no predominant pattern of use of these materials in the classroom. In general films, filmstrips, and recordings were used in all the schools by a higher percentage of the teachers who returned questionnaires, than were any of the other audiovisual materials. Television, radio, and slides were used the least by the teachers. Even at school A2, where each classroom was equipped for television reception, the reported television use was not large. This table also shows that the size of the audiovisual collection in the school library could not be used to predict the amount of use of these materials in the classroom. School D2, which had the largest and most extensive collection of audiovisual materials of any school in the study, reported a higher teacher use only of recordings and slides.

Large differences are found between the mean percentages of teacher use of audiovisual materials in the two groups of schools for filmstrips, recordings, tapes, maps, pictures, and transparencies. A higher mean per cent of the teachers in the A1-D1 schools used filmstrips, maps, pictures, and transparencies, while a higher mean per cent from the A2-D2 schools used recordings and tapes. There is little or no difference between the two groups of schools in regard to the mean percentage of teachers using films and slides.

From this measure of use of library materials in the classroom it was found that the teachers in all the schools had classroom collections of library materials. In the A1-D1 schools an average of 76% of the teachers reported classroom collections, while in the A2-D2 group 83% of the teachers did so. A part or all of this material was borrowed from the school library by an average of 39% of the teachers in the first group of schools and by an average of 20% of the teachers in the second group. The lower mean per cent for the A2-D2 group indicates less reliance upon the library as a source of materials by the teachers in these schools. In the A2-D2 schools 100% of the teachers reported that a part or all of the materials in these collections had been purchased with local school funds, while this was true for only 44% of the collections in the other group of schools. The A1-D1 schools relied more upon special funds to purchase materials for classroom collections than did the A2-D2 schools. Furthermore, the measure indicated that the variables of the study could not be used to predict teacher use of audio-visual materials in the classroom.

Teacher Use of the Reader Services Offered in the Library Program

Table 54 shows the number of teachers who reported either using a reader service in the library program of each school or requesting their students to use a service. The complete list of services from the Checklist of Reader Services (See Appendix C) is not included in this table. Only those services which were found in the library programs of the eight schools in the study are listed. The blank spaces under each school represent reader services which were not offered by the librarian of that school, while the zero is used to represent a reader service which was offered in the library program but was not reported as used by the teachers.

The summary at the end of the table provides data on the range of the number of teachers using the reader services, the average number of teachers using each service in each school, and the average per cent of the teachers who responded to the questionnaire who used each service. From this information the average number of teachers using the reader

TABLE 54

NUMBER OF TEACHERS WHO REPORTED USING EACH READER SERVICE OFFERED IN THE LIBRARY PROGRAM

	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Number of teachers returning usable questionnaires	24	20-1/2	18	21-1/3	17	20	14	12
Total number of reader services offered in the library program	70	13	72	46	59	14	63	48
Reader Services								
Accessibility and Availability of Services and Materials								
1. Extended hours of service--								
Before school			0					
2. The library is open for use during the entire school day for individuals and groups	13		7		14			7
3. Collections of materials are loaned to teachers for classroom use	18	5	12	6	15	9	8	
4. Books are placed on reserve	15	4	10	3	9	6	5	6
5. Flexible circulation policies exist for all types of materials	13	6	4	2	8		0	
7. Audiovisual materials for use in the library include--								
Filmstrips	11		12	0	6			2
Tapes	3		4		7			2
Recordings	2		8	0	4			3
Slides	2							1
Pictures	1			0				3
Maps	1		2	0		2	1	1
Transparencies								0
8. Audiovisual materials available for home use include--								
Filmstrips			0		4			
Tapes			3					
Recordings			7		3			
Pictures								1
Maps	0		0					1

TABLE 54 (Continued)

Reader Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
9. Audiovisual materials for use in the classroom include--								
Films							6	
Filmstrips	15		12	4	9		11	6
Tapes	6		3	5	5		4	5
Recordings	12		6	0	4		8	8
Slides	4						3	3
Pictures	2			1				5
Maps	2		3	0				2
Transparencies							4	2
10. Audiovisual equipment is available for--								
Library use	8		6	1	5			3
Classroom use	19		10	8	16		12	10
Home use--								
By teachers	4		4		3		2	
By students					2			
11. The librarian trains projectionists	0			0	10			
12. The librarian schedules projectionists	15			8	12			
13. The librarian schedules the use of audiovisual materials and equipment	15			8	12		12	
14. The librarian orders audiovisual materials which are rented or borrowed	13				13			
15. Audiovisual materials are prepared for students					4			
16. Students are given assistance in the preparation of audiovisual materials					3			
17. Reference materials are loaned for--								
Class use	16	18	12		14	12	9	7
Home use	10		3		5	6	2	0
18. Paperback books are available--								
In multiple copies for class use	8		5				1	
To duplicate heavily used titles	8		5		10	3	1	
19. Paperback books are sold in the library	19		8		14			

TABLE 54 (Continued)

	Schools							
Reader Services	A1	A2	B1	B2	C1	C2	D1	D2
20. Collections of college catalogs are available for--								
Home use	1					1	2	0
Library use	2					1	2	1
Long term loan to counselors							1	1
21. Vocational materials are available for--								
Home use	4		7	0	6		2	0
Use in the library	6	0	7	0	8		3	1
Classroom use	7		6		3		2	2
Long term loan to counselors							1	1
Total number of reader services in category	34	5	28	18	29	8	24	29
Number reported as not used by the teachers	2	1	3	9	0	0	1	4
Services to the Teaching Staff and Administration								
23. Orientation is given to all faculty about new library services through--								
Pre-school session workshop					3		4	
Printed notices			7				8	8
Faculty meetings	4		9		10		5	9
24. Orientation is given to new staff about library services through--								
An orientation meeting			2					
25. Special notices are sent to the teachers about new materials	15		6		15	5	6	8
26. A separate professional collection is maintained including--								
Professional journals	14		8		11		5	
Professional books	14		8		8		4	7
Curriculum guides							3	3
Supplementary textbooks							4	
Recent fiction and non-fiction			3					

TABLE 54 (Continued)

Reader Services	Schools A1	A2	B1	B2	C1	C2	D1	D2
28. The librarian provides materials for teachers to use in preparing exhibits and bulletin boards	3		2	2			0	4
30. The librarian provides statistics on library use and indicates the areas of the collection and the services which need to be improved	3	0	3				2	
31. The librarian consults with the staff about--								
The library collection	17	18	11		15		8	8
Library services			7		6		3	
Library resources for instructional units	16		11	3	7		5	7
32. The librarian provides opportunities for staff participation in book selection by--								
Sharing indexes, publishers' catalogs, etc.	12	0	10	7	12	9	6	
Having a materials selection policy			6					
Providing forms for recommending materials	14	13	5		9		4	
33. Instruction in the use of the library is provided--								
For English classes	5	3	4	4	2	3	3	
For social studies or humanities classes					3		1	
34. Teachers are given assistance in the development of reading lists for units of study	10		8		6		3	2
35. Bibliographies are prepared for teachers				1	5			3
36. The librarian assembles collections of books and materials for teachers to use in the classroom	11		6	0	6	3	2	
Total number of reader services offered in this category	13	5	18	6	15	4	19	10
Number reported as not used by the teachers	0	2	0	1	0	0	1	0
Services to Students--Library Instruction								
38. A library handbook is available for the students							1	
40. Field trips are arranged to other libraries			2					

TABLE 54 (Continued)

Reader Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
41. The use of reference books and library tools is taught to--								
Individual students	6		4	0	8		7	
Small groups of students	7		4	0	6			
Classes	11		3	0	5	3	4	
42. Students are given advice on library tools and materials to use for their own personal research	14		3	0	0		3	6
Total number of reader services offered in this category	4	0	5	4	4	1	4	1
Number reported as not used by the teachers	0		0	4	1	0	0	0
Services to Students--Guidance in the Selection and Use of Materials								
43. Group guidance is given through--								
Book talks and discussion groups--								
For school clubs and organizations				0				
Film and filmstrip viewing and discussion groups--								
For teachers	9							
For students			2		5			
Record and tape listening and discussion groups--								
For students			3		3			
Displays	3		5	0				3
Bulletin boards--								
In the library	16		3		4		1	3
Throughout the school	5							
Preparation of materials lists			6				2	
Conferences with teachers			8				3	
Reading, listening, and viewing guidance for exceptional students			1				1	

TABLE 54 (Continued)

Reader Services	Schools A1	A2	B1	B2	C1	C2	D1	D2
44. Individual guidance is provided through--								
Conferences with individual students	6		3	0			2	
Assistance in the selection of materials	12	13	12	3	5		6	4
Assistance in the location of materials	13	10	14	5	12	3	7	4
Conferences with the guidance counselor	0			0	3		1	
Conferences with teachers on individual reading needs of students	6			1			2	
Referral of students with problems	3			0				
Recommending materials to be used with individuals in remedial programs	5		1				1	2
45. The librarian gives talks to youth groups on--								
Library activities for young adults			2	0				
Librarianship as a profession			1	0				
46. The librarian presents assembly programs on books and libraries				6				
47. The school newspaper publicizes--								
School library activities			9				2	2
New books								2
48. The local newspaper publicizes--								
School library activities	13		3					
49. The school's p.a. system is used to publicize--								
Library activities	11							
50. A book fair is sponsored by the librarian	20			8	7		6	
51. Radio or television programs are presented to publicize library activities and materials for young adults	6							
53. School and public librarians consult each other about--								
Books for young adults			3					
Library activities for young adults			1					
Cooperation between school and public libraries			4					
Selection of materials			0					

TABLE 54 (Continued)

Reader Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
54. Special observance is made of--								
Book week	16			6	10		2	
National library week	13		4	7	9			
Total number of reader services offered in this category	17	2	19	15	9	1	13	7
Number reported as not used by the teachers	1	0	1	8	0	0	0	0
Miscellaneous Services								
55. The librarian assists student organizations in using the resources of the library for their projects	7		3	0			3	2
56. The librarian sponsors a student librarians' group	15		12	1	10		2	
57. Other services not listed--								
Interlibrary loans for teachers		3			6		4	
Providing projectionists to show films for local community groups				3				
Total number of reader services offered in this category	2	1	2	3	2	0	3	1
Number reported as not used by the teachers	0	0	0	1	0		0	0
Range of the number of teachers using each service	0-20	0-18	0-14	0-8	2-16	1-12	0-12	0-10
Average number of teachers using each service	9	7	5	2	7	5	4	3
Per cent of the teachers reporting who used each service	37%	33%	28%	8%	41%	25%	28%	25%

services offered by the librarians in the A1-D1 and the A2-D2 schools was calculated by the formula:

$$\frac{\sum \text{Average number of teachers using a service in each school} \times \text{Number of reader services offered by the librarian of each school}}{\text{Total number of reader services offered by the librarians in the group}}$$

The result of this calculation showed that an average of 6.3 teachers in the A1-D1 schools used each of the total 264 reader services offered by the librarians in these schools. In the A2-D2 schools an average of 3.2 teachers used each of the total 121 reader services offered by the librarians of these schools. Therefore, not only did the librarians of the latter group of schools offer fewer reader services in their library programs, but these services were used by a smaller number of the teachers.

Table 55 gives the number of reader services in each library program which were used by zero or more teachers. Since the number of reader services offered in each library program varied, the summary of the table indicates the per cent of services which were reported as not being used, the per cent of services which were used by less than one-third of the teachers who responded, the per cent which were used by one-third to two-thirds of the teachers who responded, and the per cent which were used by more than two-thirds of the teachers who responded in each school. In two of the schools a rather large per cent of the reader services were not used by the teachers. In school A2 the teachers reported not using 23% of the 13 reader services offered in the library program, while in school B2 the teachers reported not using 45% of the

TABLE 55

FREQUENCY OF TEACHER USE OF THE READER SERVICES

	Schools							
Number of Teachers Using a Service	A1	A2	B1	B2	C1	C2	D1	D2
	Number of Reader Services Used							
0	3	3	4	21	1	0	2	4
1	3	0	4	5	0	2	11	8
2	5	0	6	2	2	1	14	10
3	5	2	13	5	8	5	9	8
4	4	1	8	2	5	0	8	3
5	3	1	4	2	7	1	4	2
6	6	1	7	3	7	2	5	3
7	3	0	6	2	3	0	2	4
8	3	0	6	4	4	0	4	4
9	1	0	2	0	4	2	1	1
10	2	1	3	0	5	0	0	1
11	4	0	2	0	1	0	1	0
12	3	0	6	0	4	1	2	0
13	6	2	0	0	1	0	0	
14	4	0	1	0	3	0	0	
15	6	0	0	0	3	0		
16	4	0	0	0	1	0		
17	1	0	0	0	0	0		
18	1	2	0	0		0		
19	2	0		0		0		
20	1	0		0		0		
Total number of services	70	13	72	46	59	14	63	48
Per cent of services not used	4%	23%	5%	45%	2%	0	3%	8%
Per cent used by les than 1/3 of teachers	46%	29%	58%	46%	47%	78%	73%	60%
Per cent used by 1/3 to 2/3 of teachers	43%	34%	34%	9%	35%	22%	19%	27%
Per cent used by more than 2/3 of teachers	7%	14%	3%	0	16%	0	5%	5%

46 reader services. Therefore, in the A2-D2 schools are found both of the schools which reported a large percentage of reader services not used, as well as the school which reported teacher use of all the reader services offered in the library program. This was school C2. A mean of 19% of the reader services offered by the librarians in the A2-D2 schools was not used by the teachers. In the A1-D1 group a mean of 3% of the reader services was not used.

When the number of reader services used by less than one-third of the teachers is considered, not much difference is found between the two groups of schools. In the A1-D1 schools less than one-third of the teachers used a mean of 56% of the reader services offered by the librarians, while in the A2-D2 schools this fraction of teachers used a mean of 53% of the reader services. However, the difference between the two groups is larger when the per cent of reader services which were used by more than one-third of the teachers is examined. In the A1-D1 schools between one-third and two-thirds of the teachers used a mean of 33% of the reader services offered by the librarians, but in the other group a mean of 23% of the services was used by this fraction of the teachers. Two schools of the A2-D2 group reported that none of the reader services offered in their library programs was used by more than two-thirds of the teachers. For this group of schools a mean of 5% of the reader services was used by two-thirds or more of the teachers, while in the A1-D1 schools a mean of 8% was used by two-thirds or more of the teachers who responded to the questionnaire.

From these two tables it can be concluded that a higher per cent of the reader services offered by the librarians in the A1-D1 schools were used and this use involved a larger number of teachers than in the second group of schools. The teachers of the A1-D1 schools used a mean of 96% of the reader services offered in the library program and each service offered was used by 6.3 teachers, while in the A2-D2 schools the teachers used a mean of 81% of the reader services offered and each service offered was used by 3.2 teachers. In regard to the numbers of services involved, it should be remembered that the A1-D1 librarians offered a mean of 66 reader services in comparison to a mean of 30 services offered by the A2-D2 group.

The last question on the teachers' questionnaire requested them to list the reader services in the library program which they considered to be the most important to them in their teaching. Table 56 gives the number of teachers who responded to this question in each school and identifies the services which they considered to be most useful. The table lists only those services which one or more teachers considered as important.

The teachers considered a larger number of the reader services from the categories of Accessibility and Availability of Services and Materials and of Services to Teachers to be important than from the other categories. The percentages given in the summary of the table used only the data for those services which were listed on the original Checklist of Reader Services (see Appendix C). Any additional services which were given by the teachers are listed under item 57 in the table. In general, a higher percentage of the reader services were considered important by the teachers in the schools which offered the fewest reader services. These were all found in the A2-D2 schools. The exception to this pattern was school B2. The teachers of this school not only considered a smaller per cent of the reader services to be important but

TABLE 56

READER SERVICES OFFERED BY THE LIBRARIANS WHICH TEACHERS CONSIDERED TO BE MOST IMPORTANT

	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Number of teachers returning usable questionnaires	24	20-1/3	18	21-1/3	17	20	14	12
Number of teachers replying to question 16.	19	16	11	13	12	13	11	9
Reader Services								
Accessibility and Availability of Services and Materials								
2. The library is open for use during the entire school day for individuals and groups					1			1
3. Collections of materials are loaned to teachers for classroom use	5	1				2		
4. Books are placed on reserve	3	1	1			1	1	3
5. Flexible circulation policies exist for all types of materials	1							
7. Audiovisual materials are available for library use	2		3		4			
9. Audiovisual materials are available for classroom use	5				4		3	2
10. Availability of audiovisual equipment	1							
12. The librarian schedules projectionists				1	2			
13. The librarian schedules the use of audio-visual materials and equipment	1			4	6		6	3
17. Reference materials are loaned for class use	2					1		
20. Availability of college catalogs							1	
21. Availability of vocational materials	1						1	
Total number of reader services in the category offered in the library program	34	5	28	18	29	8	24	29
Number of reader services in the category which the teachers considered important	9	2	2	2	5	4	5	4

TABLE 56 (Continued)

Reader Services	Schools A1	A2	B1	B2	C1	C2	D1	D2
Services to the Teaching Staff and Administration								
25. Special notices are sent to the teachers about new materials							1	2
26. Availability of a professional collection			2				1	
31. The librarian consults with the staff about--								
The library collection	3	5	3		2		6	1
Library resources for instructional units	10		9	1	8		7	1
32. The librarian provides opportunities for the staff to participate in book selection	2		2				3	
33. Instruction is the use of the library is provided for English classes	2						1	
34. Teachers are given assistance in the development of reading lists for units of study	2		2					1
35. Bibliographies are prepared for teachers					1			1
36. The librarian assembles collections of books and materials for teachers to use in the classroom	2							
Total number of reader services offered in this category	13	5	18	6	15	4	19	10
Number of reader services in the category which the teachers considered important	6	1	5	1	3	0	6	5
Services to Students--Library Instruction								
38. A library handbook is available for the students							1	
41. The use of reference books and library tools is taught to students	2		3		2		1	
Total number of reader services offered in this category	4	0	5	4	4	1	4	1
Number of reader services in the category which the teachers considered important	1		1		1		2	

TABLE 56 (Continued)

Reader Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Services to Students--Guidance in the Selection and Use of Materials								
43. Group guidance is given through--								
Audiovisual viewing and listening groups for students	1							
Bulletin boards in the library								1
Reading, listening, and viewing guidance for exceptional students	1		1					
44. Individual guidance is provided through--								
Assistance in the selection of materials	7		8		2		1	1
Assistance in the location of materials	7	5	6	2	3	3	1	7
Total number of reader services offered in this category	17	2	19	15	9	1	13	7
Number of reader services in the category which the teachers considered important	4	1	3	1	2	1	2	3
Miscellaneous Services								
57. Other services not listed--								
Interlibrary loans		3						
Cooperation in all aspects of library service whenever the need arises	1		1		3		2	1
Personal knowledge of English literature		1						
Discussion of discipline problems		1						
Providing me with her personal copy of the Chicago paper		1						
Recommending materials to purchase for my classroom collection		1						
Current information from her reading which is useful to me in my teaching				2				
Availability of all types of materials to be used with my classes					3			

TABLE 56 (Continued)

Reader Services	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
57. (Continued)								
Sympathetic ear			1					
Assists me in finding materials for my personal reading			3					
Scheduling library time for my classes						1		
Lending magazines for my personal use over the weekend								
Total number of reader services offered in the library program (Does not include those added by the teachers under item 57)	70	13	72	46	59	14	63	48
Total number of reader services which the teachers considered to be important	20	5	11	4	12	5	15	12
Per cent of the total number of reader services	29%	38%	15%	9%	20%	35%	24%	25%

also reported using a smaller per cent of the services than the teachers in the other schools. However in this case, what is significant is the number not the per cent of services which the teachers considered important.

Summary of the Findings on Teacher Use of the Library

The majority of the measures of teacher use of the school library demonstrated the pattern of more use by teachers in the A1-D1 schools than in the A2-D2 schools. In all four pairs of schools, the member from the A1-D1 schools had more teacher use of the library than the member from the other group of schools. The exception to this pattern was found in some instances in the D pair of schools. In this pair a higher percentage of the teachers, who responded to the questionnaire from school D2 used the library for personal reading, consulted the librarian with a greater frequency about materials for new units of study, and participated in the book selection process than did the teachers in school D1. As was shown in Chapter V, school D2 was the member of the A2-D2 group of schools which offered the most reader services in its library program. This program had been developed by the previous librarian and the present librarian continued to offer much the same program, while the present librarian of school D1 was in the process of developing the library program.

School B2, which reported the second highest number of reader services in its library program of the A2-D2 group of schools, was consistently low on all the measures of teacher use. It should be noted particularly that the teachers of this school reported using only 55% of the 46 reader services offered in the library program and considered only 4 of these as important.

The gap between the amount of teacher use of the library in the two groups of schools would have been even larger if the six teachers at school A2, who returned unanswered questionnaires stating that they did not use the library, had been included in the data on teacher use. The number of unanswered questionnaires returned by the teachers in the other schools was one or less. While four of the schools had more than six teachers (See Table 43) who did not return questionnaires, it can not be assumed that all of these teachers did not use the library.

Student Use of the Library

Tables 57 through 65 summarize the data which were collected on student use of the library. The first three tables include the data gathered about the students who used the library during one whole school day during the investigator's visit to the school. These tables cover the data on the amount of library use in each school for a one-day period, the reasons the students used the library, and the types of materials used. At the time of the investigator's visit to the schools, students were not working on term papers or preparing for final examinations. Also, questionnaires were not distributed to the students on the first or last day of the week, to avoid any influence of the week-end upon library use. Every precaution was taken to measure the student use of the library on a typical day.

The tables do not include the data on the before-school use of the library at school B1, so that the measured use for all schools is from the beginning to the end of the school day. They do include the library use by the EMH class at this school, although these students were not asked to answer the questionnaires. The data about their use are all based upon observation. Also, the English class (remedial reading) which was scheduled in the library for one period of the day at the time of the investigator's visit to school C2 is included in the data.

Student Use of the Library during a One-Day Period

Table 57 shows the amount of student use of each library for a one-day period. The schools with the largest percentage of student use in the sample day were D1 and D2 which had combined library study halls. When the groups of schools are compared, the study hall use of these two libraries is the factor which accounted for any large differences in the amount of student use. The difference between the A1-D1 and A2-D2 groups of schools is 5% with a mean of 30% of the student bodies in the first group using the library in a single day and a mean of 35% of the student bodies in the second group. However when the schools are grouped by the seating capacities of the libraries, a larger difference is found. Schools D1 and D2 are in the same group when the schools are compared on this factor. A mean of 47% of the student bodies used the library in a single day in the schools with libraries which had the largest seating capacities, while a mean of 19% of the student bodies used the library in the schools where the libraries had the smallest seating capacity. Although there was no period during the investigator's visits in which the total number of seats in any library was used, the seating capacity of the library as well as the use of the library as a study hall were the factors which influenced the per cent of students who used the library in a single day.

TABLE 57

AMOUNT OF STUDENT USE OF EACH LIBRARY DURING ONE SCHOOL DAY

	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
Number of students who could be seated at one time	70	38	72	36	30	64	120	75
Per cent of the student body which could be seated	10%	7%	16%	9%	7%	12%	34%	37%
Per cent of the student body which used the library	20%	17%	23%	22%	16%	20%	61%	84%
Per cent of users who used the library for:								
Less than 20 min.	0	5%	0	26%	0	0	2%	4%
20-40 min.	20%	22%	4%	50%	21%	6%	2%	6%
40-60 min.	69%	62%	92%	23%	73%	94%	79%	12%
60-80 min.	8%	8%	4%	1%	6%	0	16%	78%
80+ min.	3%	0	0	0	0	0	1%	0
Average number of users per period	20	14	14	11	9	29	33	29

	Original Groups	
	A1-D1	A2-D2
Mean per cents of the student bodies who used the libraries	30%	35%

The same table gives the length of time student users spent in the library. For the most part, the majority of students in each school used the library from 40 to 60 minutes. This represented the length of one class period in all the schools except school D2. In this school the class periods were 70 minutes long, so the majority of students in this school used the library from 60 to 80 minutes as the table indicates. The exception to this pattern of use was in school B2 where the students could come to the library without a pass only after their assignments were completed in the study hall. From the table it can be seen that the majority of library users at this school used the library for less than one full class period.

The average number of library users per period was derived by dividing the total number of student users by the number of class periods that the library was open for use. For this reason the number of users per period is high at school C2. This library was only open for use by the students for four class periods during the day. This was also the school where a class was scheduled in the library for one entire class period each day during the investigator's visit to the school.

Table 58 lists the various reasons for student use of the library during the sample one day period. Large differences are found between the two groups of schools on five of the reasons for using the library. These reasons are: to prepare class assignments, to do personal reading, to check out materials, to do nothing in particular, and the other items which the students listed. The differences between the two groups of schools, when the remaining reasons for using the library are considered, are 3% or less.

TABLE 58

REASONS FOR STUDENT USE OF THE LIBRARY DURING THE ONE-DAY PERIOD

Reasons	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
1. To prepare class assignments	77%	40%	32%	35%	87%	48%	64%	82%
2. For personal reading	58%	78%	70%	70%	50%	71%	45%	48%
3. To consult with the librarian	17%	9%	10%	13%	15%	17%	13%	6%
4. To consult with a teacher	2%	1%	1%	6%	3%	3%	9%	10%
5. To consult with a friend	57%	44%	36%	64%	49%	37%	64%	54%
6. To work with a class group	5%	1%	0	2%	11%	9%	3%	3%
7. To check out materials	12%	21%	31%	27%	49%	34%	30%	18%
8. To return books	22%	16%	17%	25%	24%	23%	21%	12%
9. To browse	30%	37%	40%	39%	30%	37%	23%	16%
10. To do nothing in particular	7%	23%	10%	26%	4%	22%	13%	18%
11. Other:								
Look at girls		1%				4%	1%	
Daydream		1%						
Watch the clock							3%	
Sleep							1%	1%
Loaf	1%					2%		
Draw pictures	1%					2%	1%	
Like the librarian	2%							

TABLE 58 (Continued)

Reasons	Schools							
	A1	A2	B1	B2	C1	C2	D1	D2
To work on note cards for paper			1%					
To check on my stock in the newspaper						1%		
To do personal typing	1%							
To take a make-up test			1%		1%			
To read the senior class play			1%					
To write for pleasure			1%					
To read the textbooks on the reserve shelves for the classes I will have next year			1%					
To draw schematic diagrams for electronic equipment I am building at home			1%					

The mean per cent of the students who used the library to prepare class assignments during the sample day was 65% for the A1-D1 schools and 51% for the A2-D2 schools. The table shows that the lowest percentage of students using the library for class assignments is in school B1. It was in this school that the students were not allowed to bring their textbooks to the library to study. All library use in this school was limited to library materials. The percentage for school B2 also is low. The students at B2 were not allowed to use the library until their assignments had been completed in the study hall unless they had a library pass from a teacher.

The pattern of library use by students for personal reading is reversed for the two groups of schools. A mean of 56% of the student users in the A1-D1 schools reported using the library for personal reading during the sample day, while a mean of 67% of the student users reported this type of use in the A2-D2 schools. Special mention is needed concerning the personal reading of students in schools A2 and C1. In school A2 the majority of students who came to the library during the three days of the investigator's visit at the school did nothing but thumb through bound volumes and current issues of periodicals searching for the cartoons. Since this falls under the category of personal reading, it accounts for the high percentage of the students using the library for this particular activity in this school. It can be seen from the table that less than half of the library users came to the library for any other reason at school A2. In school C1, which was among the schools with a lower percentage of student library users who used the library for personal reading, the librarian housed all the current issues of the periodicals in the study hall. Only the back issues were kept in the library. Therefore, the data in the table do not include the use of current periodicals for personal reading at this school. The reading of current issues of periodicals was a popular form of personal reading by students in all the schools, and it is assumed that the per cent of use of the library for this purpose at this school would have been higher, if these data had been available.

The difference in the amount of use of the library to check out materials is 7% between the two groups of schools. In the A1-D1 schools a mean of 31% of the students who used the library during the sample day checked out library materials, while in the A2-D2 schools a mean of 24% did so. The per cent for the C2 school perhaps is somewhat higher than would be expected on an average day for this library, since these percentages include the class which was scheduled in the library to find materials for a paper.

Like the percentages for personal reading, those representing the students who did nothing in particular while they were in the library are reversed for the two groups of schools. In the A1-D1 schools a mean of 8% of the students who used the library did nothing in particular, while in the A2-D2 schools a mean of 22% of the library users did so.

While the percentages are not large for the "other" reasons for which the students used the library, the differences are in the type of activity. For the most part these could have been classified under the reason "to do nothing in particular." However, some need special mention particularly the reasons given by the students at school B1. Four students who used this school library during the sample day were engaged in rather unusual projects: one was reading a play which was being considered for production by the senior class, another was writing for pleasure and doing research for this writing, a third was reading the textbooks from the reserve shelves which would be used by his classes during the next school year, and the fourth was drawing schematic diagrams for electronic equipment which he was building at home.

Certain aspects of the remaining reasons for the student use of the library need to be explained. Table 58 shows that 9% of the students at school A2 came to the library to consult with the librarian. The majority of these were students who were on the school's yearbook staff. Since the librarian was sponsor and advisor for the staff they came to the library to consult with her about problems related to the yearbook. Also, at school C2 a large per cent of the students using the library consulted with the librarian. This included the class which was scheduled in the library for one class period. Their consultation with the librarian took the form of requesting her to get back issues of journals for them to use. The use of the library by this class is also reflected in the per cent of students who worked with a class group and who checked out materials. At schools D1 and D2 a larger per cent of the students using the library consulted with teachers than in the other schools. This was with the teacher who was supervising the study hall function of the library.

From the above discussion it can be seen that the differences between the two groups of schools are 3% or less for six of the reasons the students gave for using the library, while larger differences between the two groups of schools are found for the four remaining reasons.

In the A1-D1 schools 14% more of the students used the library to prepare class assignments and 7% more used the library to check out materials than did the students of the A2-D2 schools. Among the second group of schools 11% more of the students used the library for personal reading and 14% more used it to do nothing in particular than did the students in the A1-D1 schools. The differences in terms of percentages were not large for the reasons the students listed themselves. However, it was in the A1-D1 schools that the most meaningful uses were listed.

The data in Table 59 give the types of materials which the students used during the sample one-day period of the measurement of library use. The use of pamphlets, records, tapes, filmstrips, and periodical indices are not significant in any of the schools. Likewise, the differences between the two groups of schools, when compared on the basis of the use of these materials, are not large. They are 2% or less for each of these materials. A larger percentage of the students in the A1-D1 schools used reference books, the textbooks and materials which they brought to the library, and the card catalog than did the students in the A2-D2 schools. However, a larger per cent of the students in the latter group of schools used reserve books, books from the general collection, magazines, and newspapers than did the students in the first group.

Several factors influenced the kinds of materials which the students used during the sample day. At school A2 materials for a unit of study on mythology had been borrowed from the local college for the use of English classes. This material was placed on reserve in the library and was not allowed to circulate. These circumstances accounted for the high per cent of student use of reserve materials at this school.

TABLE 59

LIBRARY MATERIALS USED BY THE STUDENTS DURING THE ONE-DAY PERIOD

Materials	Schools								Groups	
	A1	A2	B1	B2	C1	C2	D1	D2	A1-D1	A2-D2
1. Reserve books	9%	23%	6%	10%	2%	13%	16%	12%	8%	14%
2. Reference books	32%	27%	32%	23%	60%	31%	26%	18%	37%	25%
3. Books from the general collection	17%	28%	22%	18%	27%	33%	19%	23%	21%	26%
4. Textbooks and materials which the students brought to the library	65%	27%	17%	23%	50%	42%	61%	73%	48%	41%
5. Magazines	64%	76%	70%	79%	25%	61%	40%	21%	50%	59%
6. Newspapers	39%	14%	44%	64%	23%	43%	21%	25%	32%	36%
7. Pamphlets	4%	0	4%	8%	2%	7%	4%	2%	3%	4%
8. Records	0	0	4%	0	0	0	0	2%	1%	.5%
9. Tapes	0	0	3%	0	2%	0	0	0	1%	0
10. Filmstrips	5%	0	5%	0	0	0	0	1%	2%	0
11. Card catalog	16%	2%	9%	17%	27%	30%	18%	1%	17%	12%
12. Periodical indices	2%	2%	3%	9%	5%	9%	6%	1%	4%	5%
13. Other Typewriter	1%									

Magazine and newspaper use was heavy in all of the schools. Again, it should be remembered that at school A2 the majority of students using the magazines were thumbing through current and back issues looking for cartoons; at school C1 the per cent of students represents use of back issues only, since the current issues were housed in the study hall; the students at school B2 were allowed to come into the library for a short time at the end of their study period to read and check out materials; and at school C2 a class was in the library to write papers. At the latter school the class which was scheduled in the library is also a contributing factor in the high use of the card catalog and the periodical indices.

The measures of the student use of the library in a single day show that the seating capacity and the study hall function of the library are factors which contributed to the amount of student use of the library. They also show that the length of the class period determined the length of time students spent in the library. The exception to this was school B2 which had rather rigid rules about library use.

When Tables 58 and 59 are compared it is found that a higher mean per cent of the students who used the library in a single day at the A1-D1 schools used it to prepare class assignments than did the students from the A2-D2 schools. Also, a higher mean per cent of the students from the first group of schools used the types of materials which were related to the preparation of class assignments than did the students from the second group of schools. The exception to this pattern was the use of reserve materials with school A2 a contributing factor in the high percentage of use found in the A2-D2 group of schools. However, a higher mean per cent of the students from the A2-D2 schools used the library for personal reading. A higher mean per cent of this group also used the types of materials which were related to this activity.

Student Use of the Library Measured by the Questionnaire Distributed to a 12% Sample of the Student Body

The summary of the data on student library use obtained from the questionnaire to a sample of the student body is found in Tables 60 through 65. These tables cover the frequency with which the students used the library, the number of hours of library use each week by the students, when the students used the library, the reasons for using the library, the types of materials used, and the reasons the students did not use the library more often.

In Table 60 are found the percentages of the sample of students who used the library with varying degrees of frequency. In all the schools except A2 a higher per cent of the sample used the library weekly or more often than used it biweekly or less often. Only a small per cent of the students from the sample in all schools with the exception of C2 never used the library. This same school had the highest per cent of students in the sample who used the library only when they came to the library with a class group. Several of the English teachers in this school brought their classes to the library to work. The study hall function of the libraries at schools D1 and D2 make it difficult to interpret how often the students in these schools used the library and to compare the frequency of their use with the other schools. The data in the following tables give more insight into the amount of student use of these two libraries.

TABLE 60

FREQUENCY WITH WHICH THE SAMPLE OF THE STUDENTS USED THE LIBRARY

	Schools							
Frequency	A1	A2	B1	B2	C1	C2	D1	D2
Never	3%	7%	8%	5%	6%	12%	2%	0
Only with a class	8%	3%	5%	0	0	15%	0	0
Only when assigned to study hall in the library	1%	3%	0	0	8%	1%	23%	24%
Once a month	13%	18%	15%	7%	4%	12%	4%	0
Every two weeks	13%	30%	10%	17%	12%	17%	4%	20%
Once a week	12%	10%	12%	11%	24%	7%	7%	12%
Two or three times a week	30%	20%	28%	24%	40%	26%	18%	32%
Daily	18%	8%	20%	35%	6%	10%	38%	12%

	Groups	
	A1-D1	A2-D2
Mean per cent who never used the library	5%	6%
Mean per cent who used the library monthly or biweekly	16%	31%
Mean per cent who used the library weekly or more often	62%	51%

There is little difference between the mean per cent of students who reported never using the library in the two groups of schools. A mean of 5% of the sample reported never using the library in the A1-D1 schools, while for the A2-D2 schools a mean of 6% did so. However, a difference is found when the two groups of schools are compared on the basis of the per cent of the students who used the library biweekly or monthly and of the per cent who used it weekly or more often. A larger mean per cent of the students from the A2-D2 schools used the library the lesser amount than from the A1-D1 schools, while a larger mean per cent from this second group of schools used the library weekly or more often than from the A2-D2 schools.

When the number of hours a week which the students spent in the library is considered, Table 61 shows that in the majority of the schools the largest per cent of the students spent 1-2 hours a week in the library. The exceptions to this pattern were schools C2, D1, and D2. At school C2 43% of the sample indicated that they did not use the library on a weekly basis. In school D1 and D2 the largest per cents were found for the students who spent 3-4 hours a week in the library. The study hall function of the library was a contributing factor in the amount of time which the students of these schools spent in the library each week.

TABLE 61

NUMBER OF HOURS A WEEK WHICH THE SAMPLE
OF STUDENTS USED THE LIBRARY

	Schools							
Hours	A1	A2	B1	B2	C1	C2	D1	D2
0	22%	36%	26%	31%	16%	43%	2%	0
1-2	31%	53%	42%	48%	50%	34%	33%	20%
3-4	23%	5%	23%	11%	22%	15%	41%	68%
5-6	17%	6%	6%	6%	10%	7%	20%	12%
7-8	6%		2%	2%			2%	
9-10	1%						2%	
11+	1%							

	Groups	
	A1-D1	A2-D2
Mean per cent of the students who did not use the library on a weekly basis	16%	28%
Mean per cent of the students who used the library 1-4 hours a week	66%	63%
Mean per cent of the students who used the library 5+ hours a week	17%	8%

A comparison of the two groups of schools on the basis of the number of hours a week which the students spent in the library results in findings similar to those from the other measures of student use of the school library. The A1-D1 schools had a lower mean per cent of students who did not use the library on a weekly basis than the A2-D2 schools, but a higher mean per cent of students who used the library 1-4 hours a week and 5+ hours a week.

The times during the school day when students used the school library are shown in Table 62. In all of the schools the majority of the students used the library during their study periods. With the exception of school B1, the before-school use represented the short time the library was open before classes started each day. This time was used by the students mainly to return material to the library. At school B1 it also includes the students who came to study and to use the library at 7:30. For the most part the after-school use of the library represents students who were checking out materials to use at home.

TABLE 62

TIMES WHEN THE SAMPLE OF STUDENTS USED THE LIBRARY

	Schools							
Time	A1	A2	B1	B2	C1	C2	D1	D2
Before school	16%	7%	9%	2%	12%	16%	28%	8%
During lunch period	2%				18%			20%
After school	6%		3%		6%		10%	8%
During study period	86%	95%	72%	100%	98%	73%	82%	100%
During class periods	10%	4%	10%	11%	2%	23%	25%	24%
Other:								
During home room			10%					

Table 63 identifies the reasons given by the sample of the student body for using the library. There is no difference between the two groups of schools in regard to the mean per cent of the students who reported using the library to do research for their own hobbies or interests, to study from their own textbooks and materials, or because they were assigned to study hall in the library. The table shows that the per cent of the sample who used the library to study from their own textbooks and materials in schools D1 and D2 was far more than in the other schools. These were the two schools where the library also served as a study hall.

The mean per cents of the sample who reported using the library to do class assignments, for research for papers, and for independent study was larger for the A1-D1 schools than for the A2-D2 schools. The differences in the library use for class assignments and for independent study are small, only 3% in both cases. However, there is a difference of 12% in the use of the library for research for papers with a mean of 62% of the sample in the A1-D1 schools reporting this use and 50% in the A2-D2 schools doing so. The two schools who reported the lowest per cent of use for class assignments were B1 and B2. At school B1 students were not allowed to bring textbooks into the library for study purposes, and at school B2 the students came from the study hall to use the library only after their class assignments were completed. Students at the latter school also used materials in classroom collections for their assignments.

A higher mean per cent of the sample from the A2-D2 schools used the library for personal reading than did the sample from the A1-D1 schools. The difference between the two groups is 6% with a mean of

TABLE 63

REASONS GIVEN BY THE SAMPLE OF STUDENTS FOR USING THE LIBRARY

Reasons	Schools								Groups	
	A1	A2	B1	B2	C1	C2	D1	D2	A1-D1	A2-D2
Class assignments	51%	39%	21%	26%	48%	38%	60%	68%	45%	42%
Research for papers	57%	53%	58%	31%	61%	53%	72%	64%	62%	50%
Personal reading	76%	89%	86%	91%	84%	69%	66%	84%	77%	83%
Research for hobbies and my own interests	14%	17%	23%	9%	8%	6%	12%	24%	14%	14%
Independent study	27%	17%	13%	10%	8%	13%	54%	48%	25%	22%
To study from my textbooks and my own materials	25%	7%	4%	20%	12%	14%	60%	59%	25%	25%
Assigned to study hall in the library	1%	3%		2%	4%	1%	100%	100%	26%	26%

83% of the sample from the first group of schools using the library for this purpose and a mean of 77% of the sample from the second group.

Although the differences in the mean per cents resulting from the questionnaire to a sample of the student body are not as large as those from the questionnaire to students using the library, the patterns of use are similar. The data from both sets of questionnaires show that a higher per cent of the students in the A1-D1 schools used the library for class assignments than in the A2-D2 group, while a higher per cent of library use for personal reading was reported by the latter group. It should be remembered that the teachers in the first group of schools gave more class assignments which required the use of the library than did the teachers in the second group of schools.

The identity of the various types of library materials used by the sample of the student body is found in Table 64. The table shows that the mean per cent of the sample who reported using reserve books, reference books, and books from the general collection is higher for the A1-D1 schools than for the A2-D2 schools. The mean per cent for the first group is 13% and for second 8%. A higher mean per cent of the students in the sample from the A2-D2 schools used periodicals, newspapers, pamphlets, and periodical indices. With the exception of newspaper use, the differences found between the two groups of schools in the use of these materials is not large. However, for newspapers this difference is 19% with a mean of 24% of the sample from the A1-D1 schools reporting this use and a mean of 43% from the A2-D2 schools doing so. The differences between the two groups of schools for the use of periodical indices is 4% and for both magazine and pamphlet use it is 3%. The

TABLE 64

LIBRARY MATERIALS USED BY A 12% SAMPLE OF THE STUDENT BODY

Materials	Schools								Groups	
	A1	A2	B1	B2	C1	C2	D1	D2	A1-D1	A2-D2
Reserve books	38%	18%	23%	2%	12%	20%	50%	64%	31%	23%
Reference books	59%	53%	68%	35%	68%	48%	58%	76%	63%	53%
Books from the general collection	59%	50%	74%	40%	80%	40%	43%	76%	64%	51%
Magazines	59%	70%	70%	75%	58%	65%	74%	64%	65%	68%
Newspapers	35%	22%	24%	55%	8%	32%	30%	64%	24%	43%
Pamphlets	4%	4%	5%	8%		1%	10%	20%	5%	8%
Records and tapes			10%		8%			22%	4%	5%
Films and filmstrips	1%		2%					8%	1%	2%
Card catalog	26%	20%	17%	20%	34%	37%	55%	60%	33%	34%
Periodical indices	3%	13%	2%	7%	6%	12%	36%	32%	12%	16%
Other:										
Book Review Index							2%			

	Size of Collection	
	Larger	Smaller
Mean per cent of students who used reference books	68%	48%
Mean per cent of students who used books from the general collection	72%	43%
Mean per cent of students who used magazines	62%	71%

difference between the mean per cents of the sample who reported use of the card catalog in the two groups of schools is 1%.

Again, the pattern is similar to that found from the measure of student library use in a single one day period. A higher percentage of the students from the A1-D1 schools used materials related to class assignments and a higher per cent of the students from the A2-D2 schools used materials related to personal reading.

Table 65 analyzes the data obtained from the sixth question on the questionnaire to a 12% sample of the student body. This question was stated as follows:

> If you never or rarely use the school library, please check the reasons which best explain why you do not use it more. (See Appendix F)

When these questionnaires were distributed to the students it was explained that this question needed to be answered only if they believed they could use the library more than they were then doing. A range of 48% to 63% of the sample in the A1-D1 schools answered this question or a mean of 57% of the sample in these schools. For the A2-D2 schools a range of 58% to 75% of the sample answered this question or a mean of 66% of the sample of this group.

On four of the reasons checked by the students there is little difference between the two groups of schools. These reasons are: too much home work, use materials which I have at home, use materials belonging to my friends, and I do not know how to use library materials and tools. The differences between the mean per cents for the two groups of schools for these reasons were 2% or less. The first reason, too much home work, was related to the reason where the greatest difference between the two groups of schools is found: my assignments do not require

TABLE 65

REASONS GIVEN BY STUDENTS IN THE 12% SAMPLE FOR NOT USING THE LIBRARY

	Schools								Groups	
	A1	A2	B1	B2	C1	C2	D1	D2	A1-D1	A2-D2
Sample size	84	68	57	45	50	67	39	25		
Per cent of sample who responded to the question	48%	75%	63%	60%	62%	58%	58%	72%	57%	66%
Reasons:	Per cent of the students who answered this question									
Class assignments do not require the use of the library	36%	57%	25%	60%	28%	56%	22%	39%	27%	53%
Too much homework	5%	17%	22%	22%	20%	7%	--	11%	12%	14%
No time available	19%	24%	30%	29%	26%	28%	34%	61%	27%	35%
Use another library	29%	27%	36%	11%	26%	10%	17%	11%	27%	17%
Use materials at home	26%	33%	41%	44%	25%	36%	39%	17%	32%	32%
Use materials belonging to a friend	2%	6%	8%	7%	3%	7%	17%	--	7%	5%
School library is closed when I can use it	24%	6%	11%	7%	--	18%	30%	--	16%	8%
School library does not have the materials I need	14%	13%	16%	3%	25%	15%	30%	--	21%	8%
I do not know how to use library tools	7%	5%	8%	3%	3%	9%	3%	5%	5%	5%
Other:										
Don't want to	--	--	2%	--	5%	--	--	--		
Don't like to read	--	2%	--	--	--	--	--	--		
Inadequate materials	--	2%	2%	--	--	--	--	--		
Use the library only to read current magazines and newspapers	--	--	2%	3%	--	--	--	--		
Have no reasons for using	--	--	--	--	--	3%	--	--		
Too much red tape involved	--	2%	--	--	--	--	--	--		
Loses the books I return	--	--	--	2%	--	--	--	--		
Closed during my study period	--	--	--	--	--	2%	--	--		
"Teacher" too strict	--	--	--	--	--	2%	--	--		

the use of the library. A difference of 26% is found between the means of the students in the two groups of schools, who did not use the library because their assignments did not require it. In the A1-D1 schools 27% of the sample reported that they did not use the library for this reason, while in the A2-D2 schools 53% did so. The latter group also had a higher mean per cent of students in the sample who checked the reason "no time" than did the first group. The difference in the mean per cents between the two groups of schools was 8% for this reason. The main reason given for not having any time to use the library was riding the school bus. Only a very few students reported not having any study periods, working after school, or participating in after-school activities as the reasons for lack of time to use the school library.

A higher mean per cent of the students from the A1-D1 schools who answered question six reported the following reasons for not using the school library: use materials from another library, the school library is closed when I can use it, the school library does not have the materials which I need. A mean of 10% more students who answered this question in the A1-D1 schools reported using another library and a mean of 13% more reported that the school library did not have the materials they needed than of the students in the A2-D2 schools. The school where the largest per cent of the students reported using another library was school B1. This was the school where the greatest amount of cooperation was found between the school and public librarians.

Students were found in only three school in each group who indicated that they did not use the library because it was closed when they could use it. A higher mean per cent of the students in the A1-D1 group of schools listed this reason than did those in the A2-D2 schools. Since longer library hours were found in the first group of schools than in the second group, this was not a contributing factor in this response. There also was no relationship between the per cent of students who listed this reason in each school and those who listed that they did not have time to use the school library. However, a higher per cent of the classes in the A1-D1 schools required library use for class assignments than in the other group of schools. Therefore, the students in the A1-D1 schools may have believed that the school library was not open long enough for them to do all the class assignments required of them.

Only a few students in four of the schools listed other reasons for not using the school library. Several of these could have been included in the reasons which the students were asked to check. They were listed in Table 65 to give further insight into the library programs.

Summary of Findings on Teacher and Student Use of the School Library

A pattern similar to those found from the measures of the number of reader services offered in the library program and of the amount of time spent by the librarian on these services is found in the measures of student and teacher use of the library program. The data in the earlier chapters show that the librarians with Master's degrees in library science spent more time on reader services than did the librarians with undergraduate minors in library science. They also offered more reader services which were used with a higher degree of frequency than did the librarians with the lesser amounts of library education. The data in this chapter show that the students in the A1-D1 schools had more assignments which required library use, used the school library more to do class assignments, and used more materials which were related to class assignments than the students in the A2-D2 schools, where fewer reader services were offered in the library programs. Furthermore, a larger per cent of the students in the latter group of schools used the school library for personal reading and to do nothing in particular than in the A1-D1 schools.

There were exceptions to this pattern of use by individual schools within each group. For the most part these exceptions were the result of rules concerning library use in the schools and characteristics of the library programs which were unique to an individual school. However in the D pair of schools, the stage of development of the library program was evident in the use of the library. The librarian of school D1 was the first librarian in the school's history who was professionally trained and she was in the process of developing the library program, while the previous librarian at school D2 had been professionally trained and had developed the library program over a ten year period. The present librarian of this school continued to offer this program.

The results of the measure on the teacher use of reader services confirm the findings on these services in the earlier chapters. The librarians with more library education not only offered more reader services in their library programs, but these services had a higher frequency of use than those offered by the librarians with lesser amounts of library education. A larger number of teachers in the A1-D1 schools reported using a higher per cent of the reader services offered in the library programs than did the teachers in the A2-D2 schools. The teachers in the first group of schools also reported a larger number of reader services which they considered to be important than the teachers in the second group. Of the librarians in the A2-D2 schools those in schools B2 and D2 offered 46 and 48 reader services respectively. This was three to four times the number of services offered by the other two librarians in the group and only thirteen to seventeen fewer services than the librarians of schools C1 and D1. The reported teacher use of the reader services at school D2 was comparable to that found in the A1-D1 schools. The library program which had been developed by the previous librarian was a contributing factor in this use. However, the teachers of school B2 reported the highest per cent of reader services as not used, and the smallest teacher use per service of any school in the study. Therefore, as was indicated in Chapter V, one should question the quality and the availability of the reader services in this library program.

Since the same pattern was found on the majority of measures of teacher and student use of the library as was found for the amount of time the librarian spent on reader services and for the number of reader services offered by the librarian, one can conclude that these measures of use also support the hypothesis of the study.

FOOTNOTES--CHAPTER VI

[1] Senior High School Library Catalog. 9th ed. New York, H. W. Wilson, 1967.

[2] Basic Book Collection for High Schools. 7th ed. Chicago, American Library Association, 1963.

[3] Junior High School Library Catalog. 1st ed. New York, H. W. Wilson, 1965.

[4] Choice: Books for College Libraries. Vol. 1-Ephrata, Pa., Science Press, 1964-

CHAPTER VII

SUMMARY AND CONCLUSIONS

The purpose of this study has been to gather and examine data on the relationship between the amount of formal library education of high school librarians and the programs of reader services which they developed, and to gain information on other variables which could affect the development of these services. In addition to the variables desired for the study, the others were the length of time the librarians had been in their positions, the enrollments of the schools, and the annual per pupil expenditure by the school districts for instructional purposes.

A causal-comparative method of study was selected to determine the cause or causes contributing to the development of the reader services in each of eight high school library programs. The librarians of four of these schools had Master's degrees in library science, and the remaining four librarians had the equivalent of undergraduate minors or less in library science. Two librarians from each of these groups had been in their positions for more than five years, and the other two had been in their positions for less than three years. To further control the other variables which existed, the librarians were matched on the other factors, as closely as was possible, into pairs. One member from each pair was a librarian with a Master's degree in library science and the other a librarian with an undergraduate minor or less.

The measurement of the reader services in each library program was in terms of the identification and number of services, the amount of time the librarian spent on reader services, and the use of the library and its services by teachers and students. These measurements employed questionnaires to the librarians, teachers and students; interviews with the librarians and teachers; and observation of the library program.

The data collected were used to test the hypothesis that a direct relationship would exist between the amount of formal library education of a high school librarian and the librarian's performance on the job. "The librarian's performance on the job" was defined in the terms of the reader services offered in the school library program. In addition, the effect of other variables that were found to be operative were considered.

The remainder of the chapter will

(1) Summarize the findings of the study.
(2) Specify some of its limitations and assumptions.
(3) Outline some conclusions that can be drawn from the findings.
(4) Discuss some practical implications of the findings and conclusions.
(5) Suggest some directions for further research.

Summary of Findings

The instruments used in this study were designed to determine the identity of the reader services in each of the eight library programs, the number of reader services in each program, the amount of time each librarians spent on reader services in contrast to the other activities involved in his work, and the use of each library by the teachers and students.

The data obtained from these instruments show that, as a group, the librarians with more library education developed more extensive programs of reader services than did the group of librarians with less library education. The number of different reader services which was found in the programs of the librarians with Master's degrees ranged from 59 to 72 services with a mean of 66 services for the entire group. The number of different reader services offered by the librarians with undergraduate minors ranged from 13 to 48 services with a mean of 30 services for the group. Furthermore, three of the librarians with advanced degrees in library science regarded their library education as the major source of information for the development of reader services in their library programs. The fourth librarian of this group considered his library science courses to be second in importance to professional reading. Within the group of librarians with undergraduate minors or less, three did not list their library science education as an important source of information for the development of reader services, and the fourth librarian of this group considered the courses to be third in importance after observation of other library programs and original ideas. However, three librarians of this same group listed the need for more background knowledge about school libraries as a major reason for not offering more reader services.

The data show the same pattern of differences in regard to the amounts of time the librarians spent on reader services during the sample one-week period. The group of librarians with more library education spent an average of 56% of their work week on reader services, while the group of librarians with the lesser amount of library education spent an average of 17% of their work week. The librarians in the first group also provided twice as many reader services during this period as did those in the second group. Both groups of librarians spent approximately the same amounts of time on those activities which were defined as administration, technical services, and professional activities. However, the group of librarians with the lesser amounts of library education spent one-half of their work week on clerical activities, in housekeeping activities, and in teaching activities. These activities comprised only one-eighth of the work week of the group of librarians with advanced degrees in library science.

A pattern similar to the one found from the above measures on reader services also was found for teacher and student use of the library. The group of librarians with Master's degrees in library science not only offered more reader services in their library programs but these services had a higher frequency of use and a larger teacher use per service than the services offered by the other group of librarians. In the schools which employed librarians with Master's degrees in library science, it also was found that the teachers gave a larger number of assignments per class which required the use of the library, the teachers used the library more for class preparation, a larger per cent of the students used the library to do class assignments and used materials related to class assignments than did the teachers and students in the schools which employed librarians with undergraduate minors in library science. However in the latter group of schools, a larger per cent of the students was found who used the library for personal reading and to do nothing in particular.

The pattern which was predicted for the programs of reader services developed by the librarians was found within each pair of librarians in the study. In each pair the librarian with a Master's degree in library science offered more reader services in the library program, spent more time on reader services; and the services had a higher frequency of use and more teacher use per service than was found for the services offered by the librarian with an undergraduate minor in library science. Also, the pattern which was predicted for the performance of the librarians on the basis of the length of time each had been in their present position was found within the group of librarians with Master's degrees in library science. The two librarians who had been in their positions for five or more years offered more reader services, spent more time on reader services, and these services had a higher frequency of use than was the case of the two librarians who had been in their positions for less than three years. In the case of the latter two librarians, the programs of reader services were still in the developmental stage.

The length of time which the librarians with undergraduate minors or less had been in their positions was not a factor in the development of their programs of reader services. The predicted pattern was not found for this group of librarians. Their library programs remained essentially the same as they had been when the librarians came to the schools.

In this study large differences were not found in the number of reader services offered in the library programs, when the schools were grouped and compared on the variables of school enrollments and annual per pupil expenditures for instructional purposes. The difference between the groups on both of these variables was 12 reader services. This was one-third of the difference which was found when the schools were compared on the basis of the librarians' education. The group of schools with the smaller enrollments offered a mean of twelve more reader services in their library programs than did the group of schools with the larger enrollments. Likewise, the group of schools with the smaller annual per pupil expenditures for instructional purposes offered a mean of twelve more reader services in their library programs than did the group of schools with the larger annual per pupil expenditures.

Limitations and Assumptions

Any conclusions or generalizations based upon the finding of this study should be drawn only after the limitations and assumptions implicit in the design and method of this study have been made explicit. Those that are most important are outlined below.

1. The libraries used for this study were all high school libraries, and the reader services were those found in a school library situation. The findings would be applicable to other libraries only to the extent that their situations are similar to the libraries used in this study.
2. Only libraries of medium sized schools were used, and only those with one full-time librarian.
3. All the high schools included in the study were located in the State of Illinois.
4. Only a small number of cases were studied and these were not randomly selected or claimed to be systematically representative of a wider population. However, there is no reason to believe that the libraries or the participants studied were atypical of school libraries with only one librarian.

5. Although all of the instruments used in the study had been pre-tested before they were used to collect data, only the measure which was used to collect information on the identity and number of reader services in the library programs had been previously used in another study.
6. Each library program in the study had its own unique characteristics which made the comparison with other library programs difficult.
7. Any generalization from the four participants with Master's degrees in library science to support a hypothesis concerning professionally trained school librarians is based on the assumption that library education is similar for all or most trained librarians, including the four in this study. In addition, the participants represented a fair cross section of library schools, having attended three different schools.

Conclusions

Within the limitations of the study as stated above, the following conclusions can be drawn:

1. The study hypothesis, which predicted a direct relationship between the amount of formal library education of a librarian and the librarian's performance on the job in terms of the program of reader services developed by the librarian, was supported by the data from this study. The predicted differences were found to exist among the participants, and other reasonable alternative explanations for the differences were found not to be as tenable as the study hypothesis.

2. The library science courses in the educational backgrounds of the librarians with Master's degrees were considered to be a major source of information for the development of reader services by these librarians.
3. The library science courses in their educational backgrounds were considered not to be a source of information for the development of reader services by the librarians with the equivalent of undergraduate minors or less in library science.
4. The programs of reader services in the libraries of librarians with Master's degrees in library science were continuously changed and developed.
5. The programs of reader services in the libraries with librarians who had the equivalent of an undergraduate minor or less remained essentially the same as they were when these librarians came to the schools.
6. A relationship existed between the number of reader services in the library programs and the amount of teacher and student use of the library for class preparation and to do class assignments.

Practical Implications

The findings and conclusions of this study have implications for library educators, school administrators, state offices of education, and regional accrediting agencies. The findings show that the programs of reader services of the four librarians who had only enough library preparation to meet the minimum requirements for state certification and of the regional accrediting agency were inferior to those of the four librarians with advanced degrees in library science. Three members of the first group did not consider their library education as a useful source of information to help them plan and develop a more adequate program of reader services. These findings indicate that the minimum requirements for state certification of librarians and of the regional accrediting agencies are not adequate. Both groups need to reconsider and up-date their requirements with major emphasis upon types of library programs needed in today's schools and the necessary education of librarians to develop such programs.

Until the above agencies change their minimum requirements in regard to the education of school librarians, the option of whether to employ a librarian with a Master's degree in library science or one who only meets state certification requirements still remains with each local school district. Therefore, local school administrators need to define the desired role of the school library in their educational program and employ a librarian who is qualified to develop such a program.

The implications for library educators are fourfold. These involve problems of recruitment and manpower, the adequacy of existing library education facilities, library curricula, and programs of continuing education for school librarians.

These problems are all interrelated and no one can be solved without changes in the others. The four groups (library educators, school administrators, state offices of education, and regional accrediting agencies) can not work independently on solutions, but must cooperate on studies and research to bring about the desired changes. Their cooperation should begin by exploring the existing educational backgrounds of the persons now in the school library field.

Suggestions for Further Research

As has been indicated, more information on school library personnel is needed. Below are some of the ideas for replicating the present study and extending similar research into other types of libraries, as well as some suggestions for research in related areas.

The present study should be considered as exploratory or preliminary. Before its findings and conclusions can be accepted with full confidence similar studies are needed to validate, supplement, or contradict it. Using the present study and considerably more preliminary studies as a basis, research of a more sophisticated design should be conducted. Such a study should use a larger and randomly selected sample so that variables could be controlled statistically.

The instruments used to measure the amount, identity, and use of the reader services in the library programs need to be refined. The objective of this refinement should be to develop instruments which would allow the data to be treated statistically. After such instruments are designed similar studies should be conducted in other types and sizes of libraries to determine if similar relationships between amounts of library education of librarians and their performance on the job can be found.

Studies also are needed to determine the effect of differing amounts of library education upon "the librarian's performance on the job" when this is defined in terms of technical services. Special attention is needed concerning the relationship between the librarian's educational background and the book selection process, and the quality of the resulting collection of materials.

In addition to studies on the relationships between a librarian's professional education and library services, research is needed in the following related areas:

1. The relationship between the size of the library collection and the reader services offered in the library program.
2. The relationship between a librarian's teaching experience and the development of her library program.
3. The background and personality characteristics, of school librarians with varying amounts of library education, that relate to the development of the library program should be identified through attitude studies.
4. The effect of a professionally trained library coordinator in a school district upon the library programs developed by librarians with lesser amounts of library education.
5. The role of the school administrator in the development of the library program.
6. Carefully controlled experimentation with different methods of education for school librarianship; i.e., contrasting the library programs of librarians with teacher training with those without teacher training, or of librarians with Masters' degrees in library science without specialization in school librarianship with those who have specialization.
7. The identification of library services which are essential to support programs of quality education.

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APPENDIX A

QUESTIONNAIRE USED TO OBTAIN BACKGROUND INFORMATION ABOUT LIBRARIANS

1. List below in order of attendance, each institution from which you obtained or are currently obtaining any formal training beyond the high school level and give the information requested.

Name of Institution	Dates Attended		Major Field of Study	Degree Granted, if Any	No. of Hours of Extension Courses	No. of Hours of Library Science
	From	To				

2. List all your work experience, non-library experience as well as library. Include your present position and its starting date.

Position	Dates Employed		Position	Dates Employed	
	From	To		From	To
1.			4.		
2.			5.		
3.			6.		

3. Give the average number of hours per week of paid clerical assistance which you have in the library for the current school year. ____________________

Number of hours of paid student assistants. _____ Number of hours of paid adult assistants. _____
Number of hours paid by special grants (PTA, Title I of ESEA, Voc. Ed. Act, etc.) ______________

	Yes	No
4. Are you currently taking any formal academic courses in library science?	___	___
If so, where? ______________		
Toward a degree?	___	___
To qualify as a school librarian?	___	___
5. Are you employed as a full-time librarian at the high school level?	___	___
If not, list the other duties which you have.		

______________ ______________ ______________
______________ ______________ ______________

6. Are you responsible for more than one high school library?	___	___
7. Are you responsible for any elementary school library service in your district?	___	___
8. Will you be in your present position again next year?	___	___

Name of High School ____________________ Signature ____________________

COVER LETTER WHICH ACCOMPANIED THE QUESTIONNAIRE TO OBTAIN BACKGROUND INFORMATION ABOUT LIBRARIANS

Enclosed you will find a questionnaire, which is primarily about your educational background and your working experience. I would appreciate your filling out this questionnaire and returning it in the enclosed, stamped, addressed envelope. If the space provided for answers is inadequate, please put the additional information on the reverse side. I have pre-tested this questionnaire and found that it took librarians five minutes or less to fill it out.

I am a doctoral student in the Graduate School of Library Science at the University of Illinois. I need this information to select a number of high school libraries upon which to base my thesis research. This research is to be a study to determine those qualities, which have made your library programs effective.

I hope that you will take the five minutes required to fill out this questionnaire. This will make it easier for me to make a wise choice of the representative high school library programs in Illinois. I would appreciate having the questionnaire returned by June 1, 1967.

Thank you for your cooperation.

Sincerely,

Lucille M. Wert

APPENDIX B

FORM FOR DAILY RECORD OF ACTIVITIES

Daily Record of Activities

Day of the Week ________

ACTIVITIES	APPROXIMATE AMOUNT OF TIME SPENT	FREQUENCY OF PERFORMANCE							
		Daily	Twice a Week	Weekly	Biweekly	Monthly	Twice a Semester	Once a Semester	Yearly

All following instruments used in this study were mimeographed on legal size paper. This size was used to decrease the number of pages in each instrument and to facilitate better spacing between items on the instruments.

COVER LETTER WHICH ACCOMPANIED THE FORM FOR THE DAILY RECORD OF ACTIVITIES

I want to thank you for your willingness to participate in my study of the library services offered in the high school libraries in Illinois. The study will have three parts: a daily record of your activities for a period of one-week; the checking of a list of library services; and a period of three days to one-week in which I will observe your library program, interview you, check any written records, and study the use of the library through observation and questionnaires to students and teachers. The first part will be the most time consuming for you. After you have completed the first two parts I will arrange the dates for my visit to your library.

Enclosed are the sheets to be used for the first part. These sheets are to record your library activities for a one-week period. In order that I will have some idea of the variety of things which you do, please include everything you do in your capacity as school librarian during each day of the week (Monday through Friday). Also, include any committee meetings and work with extracuricular groups. Begin each day's list of activities on a new page and use as many pages as are needed to record all the activities of a day. Estimate the time spent on each activity and check the column at the right which will best describe the frequency with which you perform each activity. I would suggest that it might be easier to leave the checking of the column to the right until the end of each day or the end of the week.

To help you better understand the type of information I want, I have attached a sample of a portion of a daily record. This record was kept by one of the librarians, who did this for me on a test basis. She found that it was easier to keep a diary type record than one arranged by type of activity. By using the diary type record she did not overlook any of the activities she performed during the day. It took her about 5 minutes each hour to keep such a record. You will note that she has checked the following as being performed daily: "Stopped student to give magazine for a report" and "Helped student with pronunciation of Greek words." Here it was not those specific things which she did daily, but a type of activity which she performed daily.

If there are any questions about this daily record, please phone me collect after 4:30 p.m. at 217-356-6600. At the end of the week, please return the completed sheets to me in the enclosed envelope. I would appreciate having these returned to me at your earliest convenience.

Sincerely,

Lucille M. Wert

DAILY RECORD OF ACTIVITIES

DAY OF WEEK ____________

ACTIVITY	APPROXIMATE AMOUNT OF TIME SPENT	FREQUENCY OF PERFORMANCE							
		Daily	Twice a Week	Weekly	Biweekly	Monthly	Twice a Semester	Once a Semester	Yearly
Opened library--checked on overdues.	7:50-7:55								
Went to office for mail and newspapers.	7:55-8:00								
1. Directed student librarians	8:00-8:30								
2. Assisted 2 students in finding material for an art term paper.									
3. Stopped student to give magazine for a report.									
4. Checked on overdues returned.									
5. Received note from Yearbook staff telling me I had been chosen for Yearbook dedication. Talked a couple of minutes about pictures they wished to use.									
Conference with English Dept. on Title II project and materials they wish to have included.	8:35-9:05								
Directed student librarians.	9:05-9:10								
Helped student with pronunciation of Greek words.	9:10-9:15								
To office for 2nd mail and supplies--put up morning bulletin.	9:15-9:25								
Supervised hall during passing time.	9:25-9:30								
Put art students' paintings in display case	9:30-9:45								
Had coffee in cafeteria and a conference with counselor.	9:45-10:10								
Worked on ESEA project--several interruptions to help students find materials	10:10-11:25								
Directed student librarians who work during lunch period.	11:25-11:30								
Lunch	11:30-12:00								

APPENDIX C

CHECKLIST OF READER SERVICES

Symbols to be used to indicate frequency of use:

D-Daily
TW-Twice a week
W-Weekly
BW-Biweekly
M-Monthly
TS-Twice a semester
S-Once a semester
Y-Yearly

Accessibility and Availability of Services and Materials — Frequency of use

1. Extended hours of service--
    ____Before school ____
    ____After school until 5:00 ____
    ____During the evening hours ____
    ____On Saturdays ____
    ____During vacation periods ____
2. ____The library is available for use during the entire school day for individuals and groups ____
3. ____Collections of materials are loaned to teachers for classroom use ____
4. ____Books are placed on reserve ____
5. ____Flexible circulation policies exist for all types of materials ____
6. ____Photo-duplication service is available ____
7. Audiovisual materials for use in the library--
    ____Films ____
    ____Filmstrips ____
    ____Tapes ____
    ____Recordings ____
    ____Slides ____
    ____Pictures ____
    ____Maps ____
    ____Transparencies ____
8. Audiovisual materials available for home use--
    ____Films ____
    ____Filmstrips ____
    ____Tapes ____
    ____Recordings ____
    ____Slides ____
    ____Pictures ____
    ____Maps ____
9. Audiovisual materials for use in the classroom--
    ____Films ____
    ____Filmstrips ____
    ____Tapes ____
    ____Recordings ____
    ____Slides ____
    ____Pictures ____
    ____Maps ____
    ____Transparencies ____

CHECKLIST OF READER SERVICES (Continued)

Frequency of use

10. Audiovisual equipment available for
    ____Library use ____
    ____Classroom use ____
    ____Home use by teachers ____
    ____Home use by students ____
11. ____The librarian trains projectionists ____
12. ____The librarian schedules projectionists ____
13. ____The librarian schedules the use of audiovisual materials and equipment ____
14. ____The librarian orders audiovisual materials which are rented or borrowed ____
15. ____Audiovisual materials are prepared for students ____
16. ____Students are given assistance in the preparation of audiovisual materials ____
17. Reference materials are loaned for--
    ____Class use ____
    ____Home use ____
18. Paperback books are available--
    ____In multiple copies for class use ____
    ____To replace out-of-print titles ____
    ____To duplicate heavily used titles ____
19. ____Paperback books are sold in the library ____
20. Collections of college catalogs are available for--
    ____Home use ____
    ____Use in the library ____
    ____Long term loans to counselors ____
21. Vocational materials are available for--
    ____Use in the library ____
    ____Classroom use ____
    ____Home use ____
    ____Long term loans to counselors ____

Services to the Teaching Staff and Administrators

22. ____A library handbook is available for the school staff ____
23. Orientation is given to all faculty about new library services by means of--
    ____An orientation meeting ____
    ____A pre-school session workshop ____
    ____Printed notices ____
    ____Faculty meetings ____
    ____An in-service program ____
24. Orientation is given to new staff about library services by means of--
    ____An orientation meeting ____
    ____A pre-school session workshop ____
    ____An in-service program ____
25. ____Special notices are sent to the teachers about new materials ____

CHECKLIST OF READER SERVICES (Continued)

Frequency of use

26. A separate professional collection is maintained including--
_____Professional journals _____
_____Professional books _____
_____Curriculum guides _____
_____Course outlines _____
_____Supplementary textbooks _____
_____Recent fiction and non-fiction _____

27. _____Facilities are available for the production of simple and inexpensive instructional materials _____

28. _____The librarian provides materials for teachers to use in preparation of exhibits and bulletin boards _____

29. _____The librarian is a member of the school's curriculum committee _____

30. _____The librarian provides statistics on library use and indicates areas of the collection and services which need to be improved _____

31. The librarian consults with the staff about--
_____The library collection _____
_____Library services _____
_____Library resources for instructional units _____

32. The librarian provides opportunities for staff participation in book selection by--
_____Sharing indexes, publishers' catalogs, etc. _____
_____Having a materials selection policy _____
_____Providing forms for recommending materials _____

33. Instruction in the use of the library is provided for--
_____English classes _____
_____Science classes _____
_____Mathematics classes _____
_____Foreign language classes _____
_____Social studies and humanities classes _____
_____Physical Education, Home Economics, Business Education, Vocational Education, Industrial Arts, etc. _____

34. _____Teachers are given assistance in the development of reading lists for units of study _____

35. _____Bibliographies are prepared for teachers _____

36. _____The librarian assembles collections of materials for teachers to use in the classroom _____

37. _____Forms for giving the library advanced notice of class assignments are provided for teacher use _____

CHECKLIST OF READER SERVICES (Continued)

	Frequency of use
Services to Students--Library Instruction	
38. ____A library handbook is available for the students	____
39. ____Library orientation is given to new students	____
40. ____Field trips are arranged to other libraries	____
41. The use of reference books and library tools is taught to--	
____Individual students	____
____Small groups of students	____
____Classes	____
42. ____Students are given advices on library tools and materials to use for their own personal research	____
Services to Students--Guidance in Selection and Use of Materials	
43. Group guidance is given through--	
Book talks and discussion groups--	
____In the library	____
____In the classroom	____
____For community youth groups	____
____For teachers	____
____For parents	____
____For school clubs and organizations	____
Film and filmstrip viewing and discussion groups--	
____For teachers	____
____For students	____
____For parents	____
Record and tape listening and discussion groups--	
____For teachers	____
____For students	____
____For parents	____
____Displays	____
Bulletin boards--	
____In the library	____
____Throughout the school	____
____Preparation of materials lists	____
____Conferences with teachers	____
____Reading, listening, and viewing guidance for special groups of students	____
44. Individual guidance is given through--	
____Conferences with individual students	____
____Individualized materials lists	____
____Assistance in the selection of materials	____
____Assistance in the location of materials	____
____Parent-teacher-librarian conferences	____

CHECKLIST OF READER SERVICES (Continued)

Frequency of use

44. (con't.)
_____Conferences with the guidance counselor _____
_____Conferences with teachers on individual reading needs of students _____
_____Referral of students with problems _____
_____Maintenance of student interest files _____
_____Recommendation of materials to be used with individuals in remedial programs _____

45. The librarian gives talks to you groups on--
_____Library activities for young adults _____
_____Librarianship as a profession _____

46. _____The librarian presents assembly programs on books and libraries _____

47. The school newspaper publicizes--
_____School library activities _____
_____Public library activities for young adults _____
_____New books _____

48. The local newspaper publicizes--
_____School library activities _____
_____Public library activities for young adults _____
_____New books for the young adult reader _____

49. The school's p. a. system is used to publicize--
_____Library activities _____
_____New materials _____

50. _____A book fair is sponsored by the librarian _____

51. _____Radio or television programs are presented to publicize library activities and materials for young adults _____

52. _____Provisions are made for a vacation reading program _____

53. School and public librarians consult each other about--
_____Books for young adults _____
_____Library activities for young adults _____
_____Cooperation between school and public libraries _____
_____Selection of materials _____
_____Information concerning the individual needs of students _____
_____Information concerning curriculum demands _____

54. Special note is made of--
_____Book Week _____
_____National Library Week _____
_____National Education Week _____

Miscellaneous Services

55. _____The librarian assists student organizations in using the resources of the library for their projects _____

56. _____The librarian sponsors a student librarians' group _____

57. List any other services which were not included in the above checklist
_____Interlibrary loans _____
_____Providing projectionists to show films for local community groups _____

COVER LETTER WHICH ACCOMPANIED THE CHECKLIST OF READER SERVICES

Thank you for completing the first part of my study on the library services which you offer in your library program and returning it to me.

Ecnlosed is a "Checklist of Reader Services" which is the second part of the study. Please place a check on the line to the left of each service which is offered in your library program. Check only those services which are a part of the library program. Do not check a service if it is a part of the counselling service, a separate audio-visual service, or of another department in the school.

In the space provided to the right of each service please indicate the frequency with which the service is used by the students and teachers. The symbols given at the top of the checklist are for this purpose. Please note that this is different from the information concerning the frequency which was requested on your Daily Record of Activities. The latter referred to how often you as the librarian performed a task and this refers to how often a service is used.

When you have completed the checklist please return it to me in the enclosed envelope.

Sincerely,

Lucille M. Wert

APPENDIX D

TEACHERS' QUESTIONNAIRE AND CHECKLIST

Below is a questionnaire related to your library use and the amount of library use you require of your classes. This information is needed for my study of the library services offered by your school librarian. Also, attached to the questionnaire is a list of services which your librarian offers as a part of the school library program. Please check those services which you use or require your students to use. The numbers on the list of services refer to the numbers which were used on the original list checked by your librarian. You can ignore them.

1. Subjects you teach: __________ __________ __________ __________ __________

   Grade levels you teach: __________ __________ __________ __________ __________

   Is a textbook used? __________ __________ __________ __________ __________

   Number of classes in each subject: __________ __________ __________ __________ __________

2. Estimate the frequency with which you give assignments requiring students to use the library.

Subject	Number of assignments per semester

TEACHERS' QUESTIONNAIRE AND CHECKLIST (Continued)

3. Are term reports or papers required of students in any of your classes?

Subject	Yes	No

4. How many books do you require students to read a semester (excluding textbooks and books read for term papers or projects)?

Subject	None	1-3	4-6	7-9	10-12

5. Do you allow students to spend class time in the library?

6. If the answer to the above is YES, please indicate the reasons for doing so.

____ Instruction in the use of library tools in your subject area.
____ Research on materials for assigned papers or reports.
____ Groups or individuals working on special class projects.
____ Independent study.
____ Other (please indicate)

TEACHERS' QUESTIONNAIRE AND CHECKLIST (Continued)

7. How often do you use the library for materials in preparation for classes. (Write in the classes for which you use the library rather than using a check mark.)

Daily: ________ ; ________ ; ________ ; ________ ; ________

Weekly: ________ ; ________ ; ________ ; ________ ; ________

Biweekly: ________ ; ________ ; ________ ; ________ ; ________

Monthly: ________ ; ________ ; ________ ; ________ ; ________

Twice a semester: ________ ; ________ ; ________ ; ________ ; ________

Never: ________ ; ________ ; ________ ; ________ ; ________

8. How often do you use the school library for your personal study or reading?

____ Daily
____ Weekly
____ Biweekly
____ Monthly
____ Twice a semester
____ Never

9. Please check the category which best describes how often you consult with your school librarian when planning new units of study for each subject you teach.

Subject	Always	Occasionally	Seldom	Never

10. Do you have a collection of supplementary books and materials in your classroom for students to use? YES____ NO____

11. If so, is this collection borrowed from the school library? Yes____ No____

12. How often is this collection changed? ______________________________

TEACHERS' QUESTIONNAIRE AND CHECKLIST (Continued)

13. How frequently do you use the following audiovisual materials in your classroom?
(Instead of check marks, please write in the classes in which you use them)

	Daily	Weekly	Biweekly	Monthly	Twice a Semester	Once a Semester	Never
Radio							
TV							
Films							
Filmstrips							
Recordings							
Tapes							
Pictures							
Maps							
Other (please indicate)							

TEACHERS' QUESTIONNAIRE AND CHECKLIST (Continued)

14. Please check the category which best describes the number of titles of books you recommended for purchase by the school library during the last semester.

_____None _____6-10 _____16-20 _____25+
_____1-5 _____11-15 _____21-25

15. Which of the following selection aids did you use in recommending books for purchase by the school library?

_____Standard Catalog for High School Libraries

_____A Basic Book Collection for High Schools

_____CHOICE

National Council of Teachers of English
    _____Books for You
    _____Good Reading
    _____College and Adult Reading
_____Reviews in periodicals and professional journals

_____Book exhibits

_____Bibliographies in textbooks

_____Other (please indicate)____

16. Please list the most helpful services extended to you by your school librarian.

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL A1

2. _____The library is available for use during the entire school day for individuals and groups
3. _____Collections of materials are loaned to teachers for classroom use
4. _____Books are placed on reserve
5. _____Flexible circulation policies exist for all types of materials
7. Audiovisual materials for use in the library include--
    _____Filmstrips
    _____Tapes
    _____Recordings
    _____Slides
    _____Pictures
    _____Maps
8. Audiovisual materials for home use include--
    _____Maps
9. Audiovisual materials for classroom use include--
    _____Filmstrips
    _____Tapes
    _____Recordings
    _____Slides
    _____Pictures
    _____Maps
10. Audiovisual equipment is available for--
    _____Library use
    _____Classroom use
    _____Home use by teachers
11. _____The librarian trains projectionists
12. _____The librarian schedules projectionists
13. _____The librarian schedules the use of audiovisual materials and equipment
14. _____The librarian orders audiovisual materials which are rented or borrowed
17. Reference materials are loaned for--
    _____Class use
    _____Home use
18. Paperback books are available--
    _____In multiple copies for classroom use
    _____To duplicate heavily used titles
19. _____Paperback books are sold by the library
20. Collections of college catalogs are available for--
    _____Home use
    _____Use in the library
21. Vocational materials are available for--
    _____Use in the library
    _____Home use
    _____Classroom use
23. _____Orientation of all faculty to new library services is provided through announcements at faculty meetings
25. _____Special notices are sent to the teachers about new materials

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL A1 (Continued)

26. A separate professional collection is maintained including--
    ____Professional books
    ____Professional journals
28. ____The librarian provides materials for teachers to use in the preparation of exhibits and bulletin boards
30. ____The librarian provides statistics on library use and indicates areas of the collection and services which need to be improved
31. The librarian consults with the staff about--
    ____The library collection
    ____Library resources for instructional units
32. The librarian provides opportunities for staff participation in book selection by--
    ____Sharing indexes, publishers' catalogs, etc.
    ____Providing forms for recommending materials
33. ____Instruction in the use of the library is provided for English classes
34. ____Teachers are given assistance in the development of reading lists for units of study
36. ____The librarian assembles collections of books and materials for teachers to use in the classroom
41. The use of reference books and library tools is taught to--
    ____Individual students
    ____Small groups of students
    ____Classes
42. ____Students are given advice on library tools and materials to use for their own personal research
43. Group guidance in the selection and use of materials is provided through--
    ____Film and filmstrip viewing and discussion groups for teachers
    ____Displays
    Bulletin boards
        ____In the library
        ____Throughout the school
44. Individual guidance in the selection and use of materials is provided through--
    ____Conferences with individual students
    ____Assistance in the selection of materials
    ____Assistance in the location of materials
    ____Conferences with the guidance counselor
    ____Conferences with teachers on individual reading needs of students
    ____Referral of students with problems
    ____Recommendation of materials to be used with individuals in remedial programs
48. ____The local newspaper publicizes school library activities
49. ____The school's public address system is used to publicize school library activities
50. ____A book fair is sponsored by the librarian

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL A1 (Continued)

51. ____Radio or television programs are presented to publicize library activities and materials for young adults
55. ____The librarian assists student organizations in using the resources of the library for their projects
56. ____The librarian sponsors a student librarians' group

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL A2

3. _____Collections of materials are loaned to teachers for classroom use
4. _____Books are placed on reserve
5. _____Flexible circulation policies exist for all types of materials
17. _____Reference materials are loaned for class use
21. _____Vocational materials are available for use in the library
30. _____The librarian provides statistics on library use and indicates areas of the collection and services which need to be improved
31. _____The librarian consults with the staff about the library collection
32. The librarian provides opportunities for staff participation in book selection by--
    - _____Sharing indexes, publishers' catalogs, etc.
    - _____Providing forms for recommending materials
33. _____Instruction in the use of the library is provided for English classes
44. Individual guidance in the selection and use of materials is provided through--
    - _____Assistance in the selection of materials
    - _____Assistance in the location of materials
57. Other services which were not listed
    - _____Interlibrary loans

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL B1

1. _____Extended hours of service before school
2. _____The library is available for use during the entire school day for individuals and groups
3. _____Collections of materials are loaned to teachers for classroom use
4. _____Books are placed on reserve
5. _____Flexible circulation policies exist for all types of materials
7. Audiovisual materials for use in the library--
   _____Filmstrips
   _____Tapes
   _____Recordings
   _____Maps
8. Audiovisual materials available for home use--
   _____Filmstrips
   _____Tapes
   _____Recordings
   _____Maps
9. Audiovisual materials for use in the classroom--
   _____Filmstrips
   _____Tapes
   _____Recordings
   _____Maps
10. Audiovisual equipment is available for--
   _____Library use
   _____Classroom use
   _____Home use by teachers
17. Reference materials are loaned for--
   _____Class use
   _____Home use
18. Paperback books are available--
   _____In multiple copies for class use
   _____To duplicate heavily used titles
19. _____Paperback books are sold in the librayy
21. Vocational materials are available for--
   _____Use in the library
   _____Home use
   _____Classroom use
23. Orientation is given to all faculty about new library services by means of--
   _____Printed notices
   _____Announcements at faculty meetings
24. _____Orientation is given to new staff about library services by mean of an orientation meeting
25. _____Special notices are sent to the teachers about new materials
26. A separate professional collection if maintained including--
   _____Professional journals
   _____Professional books
   _____Recent fiction and non-fiction
28. _____The librarian provides materials for teachers to use in the preparation of exhibits and bulletin boards

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL B1 (Continued)

30. _____The librarian provides statistics on library use and indicates areas of the collection and services which need to be improved
31. The librarian consults with the staff about--
    _____The library collection
    _____Library services
    _____Library resources for instructional units
32. The librarian provides opportunities for staff participation in book selection by--
    _____Sharing indexes, publishers' catalogs, etc.
    _____Having a materials selection policy
    _____Providing forms for recommending materials
33. _____Instruction in the use of the library is provided for English classes
34. _____Teachers are given assistance in the development of reading lists for units of study
36. _____The librarian assembles collections of books and materials for teachers to use in the classroom
40. _____Field trips are arranged for students to other libraries
41. The use of reference books and library tools is taught to--
    _____Individual students
    _____Small groups of students
    _____Classes
42. _____Students are given advice on library tools and materials to use for their own personal research
43. Group guidance in the selection and use of materials is provided through--
    _____Film and filmstrip viewing and discussion groups for students
    _____Record and tape listening and discussion groups for students
    _____Displays
    _____Bulletin boards in the library
    _____Preparation of materials lists
    _____Conferences with teachers
    _____Reading, listening, and viewing guidance for special groups of students
44. Individual guidance in the selection and use of materials is provided through--
    _____Conferences with individual students
    _____Assistance in the selection of materials
    _____Assistance in the location of materials
    _____Recommendation of materials to be used with individuals in remedial programs
45. The librarian gives talks to youth groups on--
    _____Library activities for young adults
    _____Librarianship as a profession
47. _____The school newspaper publicizes school library activities
53. School and public librarians consult each other about--
    _____Books for young adults
    _____Library activities for young adults
    _____Cooperation between school and public libraries
    _____Selection of materials

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL B1 (Continued)

54. _____Special note is made of National Library Week
55. _____The librarian assists student organizations in using the resources of the library for their projects
56. _____The librarian sponsors a student librarians' group

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL B2

3. _____Collections of materials are loaned to teachers for classroom use
4. _____Books are placed on reserve
5. _____Flexible circulation policies exist for all types of materials
7. Audiovisual materials for use in the library--
   _____Filmstrips
   _____Recordings
   _____Pictures
   _____Maps
9. Audiovisual materials for use in the classroom--
   _____Filmstrips
   _____Recordings
   _____Pictures
   _____Maps
10. Audiovisual equipment is available for--
   _____Library use
   _____Classroom use
11. _____The librarian trains projectionists
12. _____The librarian schedules projectionists
13. _____The librarian schedules the use of audiovisual materials and equipment
21. Vocational materials are available for--
   _____Use in the library
   _____Home use
28. _____The librarian provides materials for teachers to use in preparing exhibits and bulletin boards
31. _____The librarian consults with the staff about library resources for instructional units
32. _____The librarian provides opportunities for staff participation in book selection by sharing indexes, publishers' catalogs, etc.
33. _____Instruction in the use of the library is provided for English classes
35. _____Bibliographies are prepared for teachers
36. _____The librarian assembles collections of books and materials for teachers to use in the classroom
41. The use of reference books and library tools is taught to--
   _____Individual students
   _____Small groups of students
   _____Classes
42. _____Students are given advice on library tools and materials to use for their own personal research
43. Group guidance in selection and use of materials is provided through--
   _____Book talks and discussion groups for school clubs and organizations
   _____Displays
44. Individual guidance in the selection and use of materials is provided through--
   _____Conferences with individual students
   _____Assistance in the selection of materials
   _____Assistance in the location of materials
   _____Conferences with the guidance counselor

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL B2 (Continued)

45. The librarian gives talks to youth groups on--
    _____Library activities for young adults
    _____Librarianship as a profession
46. _____The librarian presents assembly programs on books and libraries
48. _____The local newspaper publicizes school library activities
50. _____A book fair is sponsored by the librarian
54. Special note is made of--
    _____National Library Week
    _____Book Week
55. _____The librarian assists student organizations in using the resources of the library for their projects.
56. _____The librarian sponsors a student librarians' group
57. Other services which were not listed--
    _____Providing projectionists to show films for local community groups

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL C1

2. _____The library is available for use during the entire school day for individuals and groups
3. _____Collections of materials are loaned to teachers for classroom use
4. _____Books are placed on reserve
5. _____Flexible circulation policies exist for all types of materials
7. Audiovisual materials for use in the library--
   _____Filmstrips
   _____Tapes
   _____Recordings
8. Audiovisual materials available for home use--
   _____Filmstrips
   _____Recordings
9. Audiovisual materials for use in the classroom--
   _____Filmstrips
   _____Tapes
   _____Recordings
10. Audiovisual equipment is available for--
    _____Library use
    _____Classroom use
    Home use
    _____By teachers
    _____By students
11. _____The librarian trains projectionists
12. _____The librarian schedules projectionists
13. _____The librarian schedules the use of audiovisual materials and equipment
14. _____The librarian orders audiovisual materials which are rented or borrowed
15. _____Audiovisual materials are prepared for students
16. _____Students are given assistance in the preparation of audiovisual materials
17. Reference materials are loaned for--
    _____Class use
    _____Home use
18. _____Paperback books are available to duplicate heavily used titles
19. _____Paperback books are sold in the library
21. Vocational materials are available for--
    _____Use in the library
    _____Classroom use
    _____Home use
23. Orientation is given to all faculty about new library services by means of--
    _____A pre-school session workshop
    _____Announcements at faculty meetings
25. _____Special notices are sent to the teachers about new materials
26. A separate professional collection is maintained including--
    _____Professional journals
    _____Professional books

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL C1 (Continued)

31. ____The librarian consults with the staff about--
    ____The library collection
    ____Library services
    ____Library resources for instructional units
32. The librarian provides opportunities for staff participation in book selection by--
    ____Sharing indexes, publishers' catalogs, etc.
    ____Providing forms for recommending materials
33. Instruction in the use of the library is provided--
    ____For English classes
    ____For social studies and humanities classes
34. ____Teachers are given assistance in the development of reading lists for units of study
35. ____Bibliographies are prepared for teachers
36. ____The librarian assembles collections of books and materials for teachers to use in the classroom
41. The use of reference books and library tools is taught to--
    ____Individual students
    ____Small groups of students
    ____Classes
42. ____Students are given advice on library tools and materials to use for their own personal research
43. Group guidance in the selection and use of materials is provided through--
    ____Film and filmstrip viewing and discussion groups for students
    ____Record and tape listening and discussion groups for students
    ____Bulletin boards in the library
44. Individual guidance in the selection and use of materials is provided through--
    ____Assistance in the selection of materials
    ____Assistance in the location of materials
    ____Conferences with the guidance counselor
50. ____A book fair is sponsored by the librarian
54. Special note is made of--
    ____Book Week
    ____National Library Week
56. ____The librarian sponsors a student librarians' group
57. Other services which were not listed--
    ____Interlibrary loans

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL C2

3. ____Collections of materials are loaned to teachers
4. ____Books are placed on reserve
7. Audiovisual materials for use in the library--
    - ____Maps
17. Reference materials are loaned for--
    - ____Class use
    - ____Home use
18. ____Paperback books are available to duplicate heavily used titles
20. Collections of college catalogs are available for--
    - ____Home use
    - ____Use in the library
25. ____Special notices are sent to the teachers about new materials
32. ____The librarian provides opportunities for staff participation in book selection by sharing indexes, publishers' catalogs, etc.
33. ____Instruction in the use of the library is provided for English classes
36. ____The librarian assembles collections of books and materials for teachers to use in the classroom
41. ____The use of reference books and library tools is taught to classes
44. ____Individual guidance in the selection and use of materials is provided through assistance in the location of materials

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL D1

3. _____Collections of materials are loaned to teachers for classroom use
4. _____Books are placed on reserve
5. _____Flexible circulation policies exist for all types of materials
7. Audiovisual materials for use in the library--
    _____Maps
9. Audiovisual materials for use in the classroom--
    _____Films
    _____Filmstrips
    _____Tapes
    _____Recordings
    _____Slides
    _____Transparencies
10. Audiovisual equipment is available for--
    _____Classroom use
    _____Home use by teachers
13. _____The librarian schedules the use of audiovisual materials and equipment
17. Reference materials are loaned for--
    _____Class use
    _____Home use
18. Paperback books are available--
    _____In multiple copies for class use
    _____To duplicate heavily used titles
20. Collections of college catalogs are available for--
    _____Home use
    _____Use in the library
    _____Long term loans to counselors
21. Vocational materials are available for--
    _____Use in the library
    _____Classroom use
    _____Home use
    _____Long term loans to counselors
23. Orientation is given to all faculty about new library services by means of--
    _____A pre-school session workshop
    _____Printed notices
    _____Announcements at faculty meetings
25. _____Special notices are sent to the teachers about new materials
26. A separate professional collection is maintained including--
    _____Professional journals
    _____Professional books
    _____Curriculum guides
    _____Supplementary textbooks
28. _____The librarian provides materials for teachers to use in preparing exhibits and bulletin boards
30. _____The librarian provides statistics on library use and indicates areas of the collection and services which need to be improved
31. The librarian consults with the staff about--
    _____The library collection
    _____Library services
    _____Library resources for instructional units

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL D1 (Continued)

32. The librarian provides opportunities for staff participation in book selection by--
    _____Sharing indexes, publishers' catalogs, etc.
    _____Providing forms for recommending materials
33. Instruction in the use of the library is provided--
    _____For English classes
    _____For social studies and humanities classes
34. _____Teachers are given assistance in the development of reading lists for units of study
36. _____The librarian assembles collections of books and materials for teachers to use in the classroom
38. _____A library handbook is available for the students
41. The use of reference books and library tools is taught to--
    _____Individual students
    _____Classes
42. _____Students are given advice on library tools and materials to use for their own personal research
43. Guidance in the selection and use of materials is provided for groups of students through--
    _____Bulletin boards in the library
    _____Preparation of materials lists
    _____Conferences with teachers
    _____Reading, listening, and viewing guidance for special groups of students
44. Guidance in the selection and use of materials is provided for individual students through--
    _____Conferences with individual students
    _____Assistance in the selection of materials
    _____Assistance in the location of materials
    _____Conferences with the guidance counselor
    _____Conferences with teachers on individual reading needs of students
    _____Recommendation of materials to be used with individuals in remedial programs
47. _____The school newspaper publicizes school library activities
50. _____A book fair is sponsored by the librarian
54. _____Special note is made of Book Week
55. _____The librarian assists student organization in using the resources of the library for their projects
56. _____The librarian sponsors a student librarians' group
57. Other services which were not listed--
    _____Interlibrary loans

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL D2

2. _____The library is available for use during the entire school day for individuals and groups
4. _____Books are placed on reserve
7. Audiovisual materials for use in the library--
    - _____Filmstrips
    - _____Tapes
    - _____Recordings
    - _____Slides
    - _____Pictures
    - _____Maps
    - _____Transparencies
8. Audiovisual materials available for home use--
    - _____Pictures
    - _____Maps
9. Audiovisual materials for use in the classroom--
    - _____Filmstrips
    - _____Tapes
    - _____Recordings
    - _____Slides
    - _____Pictures
    - _____Maps
    - _____Transparencies
10. Audiovisual equipment is available for
    - _____Library use
    - _____Classroom use
17. Reference materials are loaned for--
    - _____Class use
    - _____Home use
20. Collections of college catalogs are available for--
    - _____Home use
    - _____Use in the library
    - _____Long term loans to counselors
23. Orientation is given to all faculty about new library services by mean of--
    - _____Printed notices
    - _____Announcement at faculty meetings
25. _____Special notices are sent to the teachers about new materials
26. A separate professional collection is maintained including--
    - _____Professional books
    - _____Curriculum guides
28. _____The librarian provides materials for teachers to use in preparing exhibits and bulletin boards
31. The librarian consults with the staff about--
    - _____The library collection
    - _____Library resources for instructional units
34. _____Teachers are given assistance in the development of reading lists for units of study
35. _____Bibliographies are prepared for teachers
42. _____Students are given advice on library tools and materials to use for their own personal research

CHECKLIST OF READER SERVICES FOR TEACHERS OF SCHOOL D2 (Continued)

43. Guidance in the selection and use of materials is provided for groups of students through--
    ____Displays
    ____Bulletin boards in the library
44. Guidance in the selection and use of materials is provided for individual students through--
    ____Assistance in the selection of materials
    ____Assistance in the location of materials
    ____Recommendation of materials to be used with individuals in remedial programs
47. The school newspaper publicizes--
    ____School library activities
    ____New books
55. ____The librarian assists student organization in using the resources of the library for their projects

APPENDIX E

QUESTIONNAIRE FOR STUDENTS USING THE LIBRARY

As a part of my study of your school library program I am interested in the ways you use the library. To help me obtain this information would you please fill out this form and leave it with me when you leave the library?

Date__________, Period__________, Grade in School__________

How many minutes did you spend in the library?__________

A. Please check all the things which you did during this visit to the library.

1. ____Used the library to prepare assignments for the following classes: __________, __________, __________, and __________.
2. ____Used the library for personal reading
3. ____Consulted with the librarian
4. ____Consulted with a teacher
5. ____Consulted with a friend
6. ____Worked with a class group
7. ____Checked out materials
8. ____Returned books
9. ____Browsed
10. ____Did nothing in particular
11. ____Other (please indicate) __________

B. Please check all the types of materials you used during this visit.

1. ____Textbooks and materials which I brought with me
2. ____Books from the general collection
3. ____Books on reserve
4. ____Reference books
5. ____Magazines
6. ____Newspapers
7. ____Pamphlets
8. ____Records
9. ____Tapes
10. ____Microfilm
11. ____Filmstrips
12. ____Films
13. ____Card Catalog
14. ____Periodical indexes
15. ____Other (please indicate) __________

APPENDIX F

QUESTIONNAIRE FOR THE SAMPLE OF THE STUDENT BODY

Grade in School__________

1. Check the catagory which best describes how often you use the school library.
_____Never
_____Only when my class group goes to work
_____Only when assigned to study hall in the library
_____Once a month
_____Every 2 weeks
_____Once a week
_____2 or 3 times a week
_____Daily

2. Check the number of hours which best describes the amount of time you spend in the library each week, when not assigned to the library for study hall.
_____0 hours
_____1-2 hours
_____3-4 hours
_____5-6 hours
_____7-8 hours
_____9-10 hours
_____11+ hours

3. Check the catagories which best describe when you spend time in the school library.
_____Before school
_____During lunch period
_____After school
_____During study periods
_____During class periods
_____Other (please indicate)
____

4. Check the reasons which best describe why you use the school library.
_____Class assignments
_____Research for assigned papers and reports
_____Reading for my own personal enjoyment
_____Books _____Magazines _____Newspapers
_____Individual research for my own hobbies and interests
_____Independent study
_____Assigned to study hall in the library
_____Studying from my own textbooks and materials
_____Listening to records and tapes
_____Viewing films
_____Viewing filmstrips
_____Other (please indicate) ______________________________

5. Check the types of books and materials which you use most frequently in the school library.
_____Reserve books
_____Reference books
_____General book collection
_____Magazines
_____Newspapers
_____Pamphlets
_____Records and tapes
_____Films and filmstrips
_____Card catalog
_____Periodical indexes
_____Other (please indicate)
____

QUESTIONNAIRE FOR THE SAMPLE OF THE STUDENT BODY (Continued)

6. If you never or rarely use the school library, check the reasons which best explain why you do not.

_____My assignments do not require the use of the library
_____Too much home work
_____No time
    _____Have no study periods
    _____Ride the school bus
    _____Participate in after school activities
    _____Work after school
_____Use materials from another library
_____Use materials which I have at home
_____Use materials belonging to my friends
_____School library is closed when I can use it
_____School library does not have the material which I need
_____Do not know how to use library materials and library tools (card catalog, periodical indexes, reference books, etc.)
_____Other (please indicate) __________________________

APPENDIX G

OUTLINE OF INFORMATION TO BE OBTAINED DURING THE VISITS TO THE SCHOOLS

I. Records to be examined
  A. School records
    1. Verify data already obtained about each school.
    2. Curriculum guides.
    3. Course outlines.
  B. Library records
    1. Annual reports of the librarian.
    2. Budget proposals of the librarian.
    3. Reports of the school library committee.
    4. Records and reports of workshops and in-service training programs for teachers.
    5. Library procedure manual.
    6. Library handbooks.
    7. Materials selection policy.
    8. Outline of content of library instruction to students.
    9. Forms used by the librarian.
    10. Records of student reading.
    11. Bibliographies and reading lists prepared by the librarian.
    12. Special projects of student groups using library materials.

II. Information to be obtained from interviews with the librarian.
  A. The librarian's role on any of the school's curriculum committees.
  B. Any other school committees on which the librarian serves.
  C. Student organizations which the librarian sponsors or advises.
  D. Ways in which the librarian works with teachers and guidance counselors to help students.
  E. Additional information on reader services.
    1. Which of the services were a part of the library program when the librarian came to the school?
    2. Which services has the librarian added to the program?
    3. Has the librarian dropped any services? Why?
    4. Has any research been done by the librarian to evaluate the services now in the library program?
    5. Which of the following sources of information has the librarian used to develop new services added to the library program. (Arrange these in order of importance to the librarian.)
      Observed reader services being offered in other high school libraries.
      Professional reading.
      Library science courses in college.
      Professional conferences.
      School library workshops and institutes.
      Extension classes.
      Original idea.
      Other.

OUTLINE OF INFORMATION TO BE OBTAINED DURING THE VISITS TO THE SCHOOLS (Continued)

6. Which of the reader services does the librarian consider to be the most important?
7. Of the reader services not offered in the library program, what are the major reasons for not providing them? (Arrange these in order of importance)
   Lack of time on the part of the librarian.
   Lack of funds.
   Lack of facilities.
   Need for more background information about procedures to use in developing services.
   No demand for the services by students and teachers.
   Other.

F. Librarian's course work in library science.
   1. List of courses taken by the librarian.
   2. Arrange in the order of importance to the librarian in her work.
   3. Suggestion of course work which the librarian did not have but believes would be useful in her work.

G. Programs of continuing education in which the librarian has participated.

H. Professional organizations to which the librarian belongs.

I. The librarian's definition of the role or function of the school library in the total school program.

III. Observation of the different library services being used by students and teachers during the visit to each school.

IV. Distribution of questionnaires to teachers and students.

V. Interviews with teachers and administrators.
   A. Reaction to library program.
   B. Future plans of the administration for the school library.
   C. Questions about teacher use of the library which result from their questionnaires.

COVER LETTER USED TO ARRANGE THE VISITS TO THE SCHOOLS AND WHICH ACCOMPANIED THE OUTLINE OF THE INFORMATION TO BE OBTAINED DURING EACH VISIT

Thank you for checking and returning Part II of my study. If it is convenient, I would like to visit your library for observation ____. Perhaps a description of what I hope to do during this visit will help you to decide whether or not the above dates are convenient for you. I plan to:

1. Observe your program in actual operation.
2. Examine any library records which you keep.
3. Talk with you about the services you offer in your program.
4. Distribute a short questionnaire to the teachers concerning their use of the library and discuss the library program with a sample group.
5. Distribute a short questionnaire to a sample of the student body concerning their use of the library.
6. Distribute a short questionnaire to persons using the library during my visit to determine why they are using the library and what types of materials they are using.

I am enclosing a brief outline of the type of information I will be wanting. I realize that you may not have all the records listed but will be interested in seeing those you do have.

Please return the enclosed post card indicating whether or not the above dates are agreeable with you.

Sincerely,

Lucille M. Wert

VITA

Lucille Mathena Wert was born at Sioux City, Iowa, May 24, 1919. She attended the elementary and secondary school of that community. She also attended Morningside College in Sioux City, receiving her A.B. degree from that institution in 1942. After two years of working in the Serials Department of Harvard College Library, she entered library school at Simmons College in Boston. She received a S.B. in Library Science in 1945. Mrs. Wert then was assistant librarian of the Electrical Engineering (Vail) Library at Massachusetts Institute of Technology, librarian of the Mathematics-Physics Library of the University of Iowa, and librarian of the Mathematics-Physics (Eckert) Library of the University of Chicago. In 1961 she returned to school and earned her M.S. degree from the Graduate School of Library Science at the University of Illinois in 1963. While working toward her doctorate, she taught during the 1965 summer session of the Graduate School of Library Science of the University of Illinois. Her thesis research has been supported by a grant from the U.S. Office of Education. Mrs. Wert is a member of Beta Phi Mu and of the American Library Association. She has contributed articles to both Illinois Education and Illinois Libraries, which are published by the State of Illinois. She is married to Charles A. Wert and they have two children.